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ABSTRACT

This curriculum guide provides information on how a Texas high school for adolescents and adults (ages 15-21) with severe disabilities was able to coordinate the Life Centered Career Education (LCCE) curriculum with Dallas Public Schools district curricula and other best practices. Part 1 discusses why the LCCE curriculum has been adopted and the competency units of the curriculum: daily living skills, personal social skills, and occupational guidance and preparation. The competencies and subcompetencies contained in the LCCE curriculum are listed. Part 2 describes academic excellence indicators and teacher effective indices that can be used for special populations for identifying progress and success in educational performance. Part 3 provides matrices of LCCE and Dallas Public Schools initiatives; LCCE, district curricula, and current best practices; and LCCE and local campus assessment instruments. Part 4 includes blank forms for measuring student progress on individual education plan goals and objectives, lesson plans, and profile and data sheets. Appendices include competencies for the developmental center, work activity center, transition adjustment, total communication, deaf education, and adapted physical education. A campus improvement plan and a list of the national education goals are included. (Contains 27 references.) (CR)

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ED 407 805

E. D. Walker High School Curriculum Guide

Correlation of the Life Centered Career Education Curriculum With Local District Initiatives, Curricula, Current Best Practices, and Campus Assessment Instruments

* * *

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Table of Contents

Introduction

History of E. D. Walker High School (E.D.W.H.S.) ... iii
Programmatic Remedies ... iii
E. D. Walker High School Mission and Programs ... iv
Campus Improvement Plan (CIP) and School Community Council (SCC) ... vi

I. Life-Centered Career Education (LCCE) Curriculum ... 1

II. Academic Excellence Indicators for Special Populations ... 7

III. LCCE Matrices

Matrix of the LCCE and DPS Initiatives ... 11
Matrix of LCCE, District Curricula, and Current Best Practices ... 22
Matrix of LCCE and Local Campus Assessment Instruments ... 36

IV. Forms

Individual Education Plan Goals and Objectives ... 47
Lesson Plans ... 52
Profile and Data Sheets ... 57

V. References ... 64

VI. Appendices - Current Dallas Public Schools (DPS) Special Education Curricula

A - Developmental Center ... 66
B - Work Activity Center ... 77
C - Transitional Adjustment Class ... 92
D - Total Communication ... 102
E - Deaf Education ... 115
F - Adapted Physical Education ... 125
G - Campus Improvement Plan ... 132
H - Goals 2000 Outline ... 137

History of E. D. Walker

The E. D. Walker High School (EDWHS) is located at the Ewell D. Walker Special Education Center. E. D. Walker was originally opened in 1972 as one of the Dallas Independent School District's first "middle schools." The Dallas Independent School District now refers to itself as the Dallas Public Schools (DPS). The 142,000 square foot facility was renovated in 1985 to become the Special Education Center. It currently houses the E. D. Walker High School, Cluster 5 Administrative Offices, Early Childhood-Autism Program, the Ruth Turner Technology Wing, and the DPS Special Education Department administrative staff.

The E. D. Walker High School is a school for adolescents and adults ages 15 to 21 with disabilities. It is coordinated by a principal and staff, functioning as an independent unit within the building. The focus of the school is to provide an alternative placement for students with severe handicaps. The students learn daily living, personal-social adjustment, and occupational preparation skills, preparing them to be as independent as possible and to transition to community services after graduation.

Programmatic Remedies

Programmatic Remedies in the DPS were developed to enhance student performance. For EDWHS this is defined as skills required for the students to live as independently as possible. The Life Centered Career Education (LCCE) (Brolin, 1993) curriculum was adopted because it provides a framework from which teachers can correlate competencies with the various DPS required curricula for their students' specific needs. Reading, language arts and mathematics are adapted and are addressed in areas of the LCCE.

Reading is defined for the students at E. D. Walker as the recognition of symbols and function al signs. For example, in the Developmental Center this involves the use of an object-swap system. Objects are used to identify an activity. For example, the picture of a toothbrush indicates the personal hygiene objective of brushing teeth. An object is defined for the student to have meaning. The Work Activity Center program addresses the recognition of functional sight words. Students may learn to recognize the symbol "MEN" to mean the boys' bathroom. Reading at some level is essential for all students to communicate, live with others, and to live independently.

E. D. Walker High School (EDWHS)

Mission and Programs

The E. D. Walker High School provides six (6) special education program components. The mission of the E. D. Walker High School is to provide an alternative placement for students with severe handicaps in the Dallas Public Schools. This will be accomplished by providing the following:

1. Instruction to assist each student to progress in independent living skills and vocational readiness skills to reach his/her current developmental level.
2. A safe, nurturing environment for instruction.
3. Involvement of students, parents, community resources, and Dallas Public Schools staff in comprehensive planning for each student's school and post-school learning programs.

The school motto is "TRANSITION TO INDEPENDENCE."

Developmental Center (DC)

The Developmental Center (DC) serves profoundly handicapped students who function at an early developmental age. The instructional program provides training in areas such as self-help, motor and language development, independent living, and vocational skills (See Appendix A for a curriculum outline.).

Work Activity Center (WAC)

The Work Activity Center serves students ages 16 to 22. Daily living, personal-social adjustment, and occupational preparation skills continue to be taught, but work production becomes the central focus of the curriculum. Fully certified by the U. S. Department of Labor, the WAC is allowed to pay students on a piece-rate basis. Contract work is provided by North Texas Rehabilitative Services, Inc. and local businesses. Students are staffed into work production from 2 to 5 hours daily, depending upon their ages and abilities, (See Appendix B for a curriculum outline.).

Total Communications (TC)

The Total Communications classes serve autistic students with disorders in the areas of affect, relating, cooperation, and language. This program assists the students in the development of a system of communication as well as mastery of basic skills areas (See Appendix C for a curriculum outline.).

Transitional Adjustment Program (TAP)

The Transitional Adjustment/Intensive Transition classes serve students who are in transition from mental health agencies and who cannot function on the regular campus. The curriculum emphasizes the Dallas Public School's (DPS) Learner Standards and transitions students into a work-study program or to a return to a least restrictive environment as appropriate (See Appendix D for a curriculum outline.).

Deaf Education (DE)

The Deaf/Hearing Impaired program at EDWHS provides an emphasis in the area of transitioning to the community. Academic subject areas are taught with emphasis on survival skills, deaf culture, and work ethics necessary to live in society either independently or in a group setting. Deaf students may be placed in the work production area of the Work Activity Center which teaches and supports skills and attitudes which are necessary for entry into competitive employment. A certified teacher of the deaf and a sign language interpreter provide the specialized skills to team with the special education staff in order to meet the needs of this unique population. (See Appendix E for a curriculum outline.).

Adapted Physical Education (APE)

The Adapted Physical Education and regular physical education programs are both available to E. D. Walker students. The relationship of adapted physical education to the educational environment depends on the individual's diagnosis and handicapping condition. The adapted physical education specialist is responsible for the diagnosis of developmental motor delays, prescription of remedial activities, and implementation of model remedial activities (See Appendix F for a curriculum outline.).

Campus Improvement Plan (CIP)

The Campus Improvement Plan is the road map for the school. It has been developed with input from staff, parents, and a review of current "best practices." The Walker School CIP incorporates the Life Centered Career Education Curriculum (Brolin, 1993) and commercial tests of adaptive and vocational behaviors. The CIP is revised annually and is available in every teachers room and the principal's office. The CIP Objectives are listed in the appendix. Other best practices at EDWHS are supported in related professional literature (Brolin, 1993; Brolin 1981; Campbell & Essex, 1994; Colond & Wieseler, 1995; Ford, et. al., 1989; Gumpel, 1994; McCarron, et. al., 1982; Power, 1984; Schleien, et. al., 1995; Smith, et. al., 1995; Smith & Polloway, 1995; and Smith & Puccini, 1995.).

School Community Council (SCC)

The SCC is the local school body which addresses the Texas Education Agency (TEA) mandate for Site-Based Decision Making and School Centered Education. The SCC has input on the CIP and insures input from all the constituents (consumers) of services from the E. D. Walker High School. The SCC has 12 members and meets monthly.

Multi-Cultural Infusion

Multi-Cultural Infusion (MCI) is an important target established by the Dallas Public Schools. MCI targets in the Local Campus Improvement Plan insure that diversified race and cultures are addressed. The LCCE curriculum specifically provides lesson plans for MCI. The school calendar, lesson plans, and school committee agendas show school and classroom activities related to MCI.

PART I

Life-Centered Career Education (LCCE) Curriculum

The LCCE Curriculum (Brolin, 1976) has been adopted for use for the following reasons: 1) it is currently a "best practice" and nationally recognized in the field of special education; 2) it is a vocational curriculum and meets the needs of our special population; and 3) it is an "inclusion" curriculum because its final goal is the transition of students to cope in the community at large.

The LCCE provides a complete approach to prepare the student for productive and successful transition to community life and work. The LCCE curriculum is divided into three broad competency units: Daily Living Skills, Personal Social Skills, and Occupational Guidance and Preparation.

Daily Living Skills

Nine different competencies are identified in this curriculum area. Each competency is focused on teaching the student to manage a home, family and finances as effectively as possible. Reading, math and science are academic subjects covered in Daily Living Skills. For example, reading involves identifying the correct food item for a recipe, math utilizes measuring the ingredients accurately, and science may address understanding the reaction heat has on cake batter. Each competency is designed to help the student live as independently as possible, whether he/she is living at home or on his/her own. Daily Living Skills are addressed in Campus Improvement Plan Objectives 4I, 4b, and 4c.

Personal-Social Skills

Personal Social Skills are developed within seven different competencies. Each competency is focused on developing skills that will help the student to adjust within a community. Independence, self-confidence, socially acceptable behaviors and maintaining personal friendships are four targets of this curriculum area. Social Studies are adapted to meet the needs of the students served at E. D. Walker High School. Physical Education and Art help to support the development of personal social skills. Personal Social Skills are addressed in the Campus Improvement Plan Objectives 4d, 4e, and 4f.

Occupational Guidance and Preparation

Six competencies address the needs of occupational awareness and counseling, work evaluation, work adjustment, vocational education, job tryouts, job placement, and follow up. The curriculum assists the teacher and student through the process of exploring job possibilities, making choices and preparing to follow through on that choice. Occupational Guidance and Preparation are addressed in the Campus Improvement Plan Objectives 5a, 5f, and 4f.

The competencies and sub competencies contained in the LCCE curriculum are listed below (Brolin, 1993, pp. 12-13). The LCCE competencies have been reproduced here for local campus use only. The late Dr. Brolin as been a consultant to the EDWHS and Dallas Public Schools (DPS) Special Education programs. Distribution of this document out of this facility will have only a reference to the LCCE curriculum, which is published by the Council for Exceptional Children.

Life Centered Career Education
(Brolin, 1993)

I. Daily Living Skills

1.00 Managing Personal Finances
- .01 Count money and make correct change
- .02 Make responsible expenditures
- .03 Keep basic financial records
- .04 Calculate and pay taxes
- .05 Use credit responsibly
- .06 Use banking services

2.00 Selecting and Managing a Household
- .07 Maintain home exterior/interior
- .08 Use basic appliances and tools
- .09 Select adequate housing
- .10 Set up household
- .11 Maintain home grounds

3.00 Caring for Personal Needs
- .12 Demonstrate knowledge of physical fitness, nutrition and weight
- .13 Exhibit proper grooming and hygiene
- .14 Dress appropriately
- .15 Demonstrate knowledge of common illness, prevention and treatment
- .16 Practice personal safety

4.00 Raising Children and Meeting Marriage Responsibilities
- .17 Demonstrate physical care for raising children
- .18 Know psychological aspects of raising children
- .19 Demonstrate marriage responsibilities

5.00 Buying, Preparing and Consuming Food
- .20 Purchase food
- .21 Clean food preparation areas
- .22 Store food
- .23 Prepare meals
- .24 Demonstrate appropriate eating habits
- .25 Plan/eat balanced meals

Note: From Life Centered Career Education (pp. 11-12), by D. Brolin, 1993, Reston, VA: Council for Exceptional Children. Copyright 1993 by the Council for Exceptional Children. Reprinted with permission.

6.00 Buying and Caring for Clothing

- .26 Wash/clean clothing
- .27 Purchase clothing
- .28 Iron, mend and store clothing

7.00 Exhibiting Responsible Citizenship

- .29 Demonstrate knowledge of civil rights and responsibilities
- .30 Know nature of local, state and federal governments
- .31 Demonstrate knowledge of the law and ability to follow the law
- .32 Demonstrate knowledge of citizen rights and responsibilities

8.00 Utilizing Recreational Facilities

- .33 Demonstrate knowledge of available community resources
- .34 Choose and plan activities
- .35 Demonstrate knowledge of the value of recreation
- .36 Engage in group and individual activities
- .37 Plan vacation time

9.00 Getting Around the Community

- .38 Demonstrate knowledge of traffic rules and safety
- .39 Demonstrate knowledge and use of various means of transportation
- .40 Find way around the community
- .41 Drive a car

II. Personal-Social Skills

10.00 Achieving Self Awareness

- .42 Identify physical and psychological needs
- .43 Identify interest and abilities
- .44 Identify emotions
- .45 Demonstrate knowledge of physical self

11.00 Acquiring Self Confidence

- .46 Express feelings of self-worth
- .47 Describe others perception of self
- .48 Accept and give praise
- .49 Accept and give criticism
- .50 Develop confidence in oneself

12.00 Achieving Socially Responsible Behavior

- .51 Develop respect for the rights and properties of others
- .52 Recognize authority and follow instructions
- .53 Demonstrate appropriate behavior in public places
- .54 Know important character traits
- .55 Recognize personal roles

13.00 Maintain Good Interpersonal Skills

.56 Demonstrate listening and responding skills
.57 Establish and maintain close relationships
.58 Make and maintain friendships

14.00 Achieving Independence

.59 Strive toward self-actualization
.60 Demonstrate self-organization
.61 Demonstrate awareness of how one's behavior affects others

15.00 Making Adequate Decisions

.62 Locate and utilize sources of assistance
.63 Anticipate consequences
.64 Develop and evaluate alternatives
.65 Recognize nature of problem
.66 Develop goal seeking behavior

16.00 Communicating with Others

.67 Recognize and respond to emergency situations
.68 Communicate with understanding
.69 Know subtleties of communication

III. Occupational Guidance and Preparation

17.00 Knowing and Exploring Occupational Possibilities

.70 Identify remunerative aspects of work
.71 Locate sources of occupational and training information
.72 Identify personal values met through work
.73 Identify societal values met through work
.74 Classify jobs into occupational categories
.75 Investigate local occupational and training opportunities

18.00 Selecting and Planning Occupational Choices

.76 Make realistic occupational choices
.77 Identify requirements of appropriate and available jobs
.78 Identify occupational aptitudes
.79 Identify major occupational interests
.80 Identify major occupational needs

19.00 Exhibiting Appropriate Work Habits and Behaviors

.81 Follow directions and observe regulations
.82 Recognize importance of attendance and punctuality
.83 Recognize importance of supervision
.84 Demonstrate knowledge of occupational safety
.85 Work with others
.86 Meet demands for quality work
.87 Work at a satisfactory rate

20.00 Seeking, Securing and Maintaining Employment

- .88 Search for a job
- .89 Apply for a job
- .90 Interview for a job
- .91 Know how to maintain post-school occupational adjustment
- .92 Demonstrate knowledge of competitive standards
- .93 Know how to adjust to changes in employment

21.00 Exhibiting Sufficient Physical-Manual Skills

- .94 Demonstrate stamina and endurance
- .95 Demonstrate satisfactory balance and coordination
- .96 Demonstrate manual dexterity
- .97 Demonstrate sensory discrimination

22.00 Obtaining Specific Occupation Skills

- .98 Sheltered Work Occupations
  - .98.1 Assembly Tasks
  - .98.2 Counting Tasks
  - .98.3 Bagging/Stuffing Tasks
  - .98.4 Sorting Tasks
  - .98.5 Shrink Packaging Tasks
- .99 Supported Employment Tasks
- .100 Vocational Education for the Handicapped Program
- .101 On-the-Job Training
- .102 Enclave Systems
- .103 Other

PART II

Academic Excellence Indicators and Teacher Excellence Indicators for Special Populations

Dr. William A. Quinones, Ph.D.

Academic Excellence Indicators (AEIs) were established by the Texas Education Agency for the purpose of identifying progress in educational performance. In addition, the Dallas Public Schools has adopted Teacher Effective Indices [TEI] for measuring success in student performance. AEIs and TEIs have not been clearly defined for handicapped (mentally and physically challenged) populations. Proposals have been made to DPS administrators and the DPS Research and Evaluation Department to examine the AEIs established for the Walker program.

In the Fall 1994 semester, the Work Activity Center was used for the pilot project to establish AEIs for secondary special education populations. The staff examined tests related to the program (LCCE and other curricula) to determine which tests would do the following: 1) relate to instructional goals of the program, 2) measure individual progress, 3) show program progress, 4) show individual progress from evaluation period to evaluation period, and 5) demonstrate that standardized tests, are available which can be used as AEIs for secondary special education population. In the Fall 1995 semester, selected tests were used with all instructional programs at the school.

The following tests have been used and are available for use: *Achieving Behavioral Competencies* (ABC) (McCarron, Fad, & McCarron, 1992), *Adaptive Behavior Scale-Residential and Community 2* (ABS-RC2) (Nihira, Leland, & Lambert, 1993), *Behavior Rating Scale* (BRS) (Dial, 1973), *Observational Emotional Inventory* (OEI) (McCarron & Dial, 1986), *Survey of Functional Adaptive Behavior* (SFAB) (Dial, Mezger, Massey, Carter, & McCarron, 1986), and the *Street Survival Skills Questionnaire* (SSSQ) (Linkenhoker & McCarron, 1986). The *San Francisco Vocational Competency Scale* (SFVCS) (Levine & Elzey, 1968) has been added as a specific tool to assess work behaviors.

In summary, data has been used successfully in planning for ability level placements within the Work Activity Center for the 1995-96 school year. The final Spring 1995 pilot testing using the ABC, ABS-RC2, OEI, SFAB, SSSQ, and BRS were completed in May, 1995. The Local Campus Testing Program for 1996-97 has continued to show that AEIs and TEIs can be established for secondary special education populations at this facility.

PART III

LCCE Matrices

The LCCE, DPS initiatives, DPS curricula, current best practices, and assessment matrices have been developed for the following reasons:

1) To show how each program goal relates to DPS and local special education practices.
2) To correlate "best practices" with DPS and special education instructional goals.
3) For teachers to assist in the development of established local Academic Excellence Indicators (AEI) for the program (i.e., standardized measures of student progress).
4) To develop teacher effectiveness indicators for special populations.

Various curricula used in the DPS special education department are not excluded but incorporated into this model. These various locally developed curricula address the following programs:

1) Developmental Center, serving students with severe to profound mental and physical handicapping conditions,
2) Work Activity Center, serving students with moderate mental and physical handicapping conditions,
3) Total Communications, serving students with autism,
4) Deaf Education, serving students with moderate to severe disabilities handicapping conditions and hearing impairment,
5) Intensive Transition Class (ITC), serving students who are in transition from mental health agencies and who cannot function on the regular campus.

The DPS ABCD core curriculum will be included in the matrix when the completed version is released. Additional curricula are integrated into the individualized instructional plans *The Boys Town Classroom Social Skills Curriculum* (Father Flanagan's Boys' Home, 1995) . *The Syracuse Community - Referenced Curriculum* Guide (Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P., 1989) and the *Street Survival Skills Curriculum* (McCarron, L., Cobb, G., & Barron, P., 1982) are used in all programs under the framework of the LCCE to provide a comprehensive program.

Boys Town Classroom Social Skills Curriculum Areas

(Father Flanagan's Boys Home, 1995)

1. Following Instructions
2. Accepting Criticism or a Consequence
3. Accepting "NO" for an Answer
4. Greeting Others
5. Getting the Teacher's Attention
6. Making a Request
7. Disagreeing Appropriately
8. Giving Criticism
9. Resisting Peer Pressure
10. Making an Apology
11. Talking with Others
12. Giving Compliments
13. Accepting Compliments
14. Volunteering
15. Reporting Other Youths' Behavior
16. Introducing Yourself

Syracuse Community - Referenced Curriculum Guide
(From Text by Ford, et. al, 1989)

I. Self-Management and Home Living

A. Eating and food preparation
B. Grooming and dressing
C. Hygiene and toileting
D. Safety and health
E. Assisting/taking care of others
F. Budgeting/planning/scheduling
G. Household maintenance
H. Outdoor maintenance

II. Vocational

A. Classroom/school jobs and community work experiences
B. Neighborhood jobs
C. Community jobs

III. Recreational/Leisure

A. School and extracurricular
B. Alone-hone and in the neighborhood
C. Family/friends - home and in the neighborhood
D. Family/friends - community
E. Physical fitness

IV. General Community Functioning

A. Travel
B. Community safety
C. Grocery shopping
D. General shopping
E. Eating out
F. Using services

Matrix of the LCCE and DPS Initiatives

E. D. Walker High School
Matrix of the LCCE and DPS Initiatives

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
I. Daily Living Skills 1.00						
.01	4a, 4b, 4i, 5c	2		Deaf Ed. (See HI* State Curriculum) Gr. 1.31 J Math		5
.02	4a, 4b, 4i, 5c	2		Deaf Ed. (See HI* Social Studies) Gr. 3.3D		5
.03	4a, 4b, 4i, 5c	2		Deaf Ed. (See HI*) Gr. 3.3D		5
.04	4a, 4b, 4i, 5c	2				5
.05	4a, 4b, 4i, 5c					5
.06	4a, 4b, 4i, 5c					5
I. Daily Living Skills 2.00						
.07	4a, 4b, 4c, 4i, 5c					5
.08	4a, 4b, 4c, 4i, 5c					5
.09	4a, 4i, 5c					5

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.10	4a, 4i, 5c					5
.11	4a, 4b, 4i, 5c					5
I. Daily Living Skills 3.00						
.12	4a, 4b, 4c, 4f 4g, 4i, 5c	5.1		Deaf Ed. (See HI* Health)		5
.13	4b, 4c, 4g, 4i	5.1-5.5				
.14	4a, 4i, 5c		LCCE Guidelines			
.15	4a, 4b, 4c, 4g, 4i, 5c	4		Health Gr. 3.2 B		
.16	4a, 4b, 4c, 4f, 4g, 4i, 5c	4 5.9 thru 5.24				
I. Daily Living Skills 4.00						
.17	4a, 4c, 4g, 4I, 5c					
.18	4a, 4i, 5c					
.19	4a, 4g, 4i, 5c					3
I. Daily Living Skills 5.00						
.20	4a, 4c, 4i, 5c					

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.21	4a, 4c, 4i, 5c	4		Health Gr. 4.1D		
.22	4a, 4c, 4i, 5c					
.23	4a, 4b, 4c, 4i, 5c	4				
.24	4a, 4b, 4c, 4i, 5c			Health Gr. 4.1D		
.25	4a, 4b, 4c, 4i, 5c	4				
I. Daily Living Skills 6.00						
.26	4a, 4b, 4c, 4i, 5c					
.27	4a, 4b, 4i, 5c					
.28	4a, 4i, 5c					
I. Daily Living Skills 7.00						
.29	4a, 4d, 4i, 5c	7		Deaf Ed. (See HI* Social Studies Gr. 3.5A, B		3 5
.30	4a, 4d, 4, 5c	6		Social Studies Gr. 3.2A		3 5
.31	4a, 4d, 4i, 5c	6 7		Social Studies Gr. 3.2A		

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.32	4a, 4d, 4i, 5c	6		Social Studies Gr. 3.5G Gr. 2.2A, B, C, D		3 5
I. Daily Living Skills **8.00**						
.33	4a, 4d, 4i, 5c			Social Studies Gr. 4.3A		5
.34	4a, 4d, 4i, 5c					
.35	4d, 4i					
.36	4d, 4i					
.37	4a, 4d, 4i, 5c					2
I. Daily Living Skills **9.00**						
.38	4a, 4d, 4i, 5c					5
.39	4a, 4d, 4i, 5c					5
.40	4a, 4b, 4d, 4i, 5c	3				3 5
.41	4a, 4b, 4d, 4i, 5c					
I. Daily Living Skills **10.00**						
.42	4a, 4b, 4d, 4f, 4g 4i, 5c					

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.43	4a, 4d, 4e, 4f, 4i 5c, 13					
.44	4b, 4d, 4e, 4i					
.45	4a, 4d, 4f, 4g, 4i, 5c					
II. Personal Social Skills **11.00**						
.46	4a, 4d, 4e, 4f, 4i 5c					
.47	4a, 4d, 4e, 4i, 5c		LCCE Guidelines			
.48	4a, 4d, 4e, 4f, 4i 5c					
.49	4a, 4d, 4e, 4f, 4i 5c					
.50	4a, 4d, 4e, 4f, 4i 5c					
II. Personal Social Skills **12.00**						
.51	4a, 4d, 4i, 5c, 13					
.52	4a, 4d, 4f, 4i, 5c	3				
.53	4f, 4i					

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.54	4a, 4d, 4f, 4i, 5c 13	11				
.55	4a, 4d, 4f, 4i, 5c	5				
II. Personal Social Skills 13.00						
.56	4a, 4d, 4f, 4i, 5c					
.57	4a, 4d, 4f, 4i, 5c		LCCE Guidelines			
.58	4a, 4d, 4f, 4i, 5c					
II. Personal Social Skills 14.00						
.59	4d, 4f, 4i	8				
.60	4d, 4i	7 8 9 10				
.61	4d, 4i			Social Studies Gr. 2.2D. E		
II. Personal Social Skills 15.00						
.62	4A, 4D, 4I, 5C	8, 9, 10	11.47 13.57 15.63	6.14 thru 6.24		

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.63	4d, 4f, 4i	8 9 10	LCCE Guidelines			
.64	4d, 4f, 4i	9				
.65	4d, 4f, 4i			Social Studies Gr. 5.2D		5
.66	4a, 4b, 4d, 4f					
II. Personal Social Skills **16.00**						
.67	4a, 4b, 4f, 4i, 5c					
.68	4a, 4d, 4i, 5c			Social Studies Language Art Receptive Expressive 1-A1, 1.A.III, BIL, BILL		
.69	4a, 4d, 4i, 5c 5c, 5e			Gr. 4, 5, 6 Discourse E, I, II		
III. Occupational Guidance & Preparation **17.00**						
.70	4a, 4b, 4d, 4i, 5c, 5e					
.71	4a, 4d, 4i, 5c, 5e					

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.72	4d, 4i, 5e					
.73	4d, 4i, 5e					
.74	4a, 4d, 4i, 5c, 5e					
.75	4a, 4d, 4i, 5c, 5e					
III. Occupational Guidance & Preparation **18.00**						
.76	4a, 4d, 4i, 5c, 5e					
.77	4a, 4b, 4d, 4i 5c, 5e					
.78	4d, 4i, 5e					
.79	4d, 4i, 5e					
.80	4a, 4d, 4i, 5c, 5e					
III. Occupational Guidance & Preparation **19.00**						
.81	4a, 4d, 4i, 5c, 5e					
82	4b, 4d, 4i, 5e, 11					
.83	4d, 4i, 5e					
.84	4a, 4d, 4i, 5c, 5e					
.85	4d, 4i, 5e					

(Matrix of the LCCE and DPS Initiatives - Continued)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.86	4a, 4b, 4d, 4i, 5c, 5e					
.87	4b, 4d, 4i, 5e					
III. Occupational Guidance & Preparation 20.00						
.88	4a, 4b, 4d, 4i, 5c, 5e					3 5
.89	4a, 4b, 4d, 4i 5c, 5e					3 5
.90	4a, 4d, 4i, 5c, 5e					3 5
.91	4b, 4d, 4i, 5e					3 5
.92	4a, 4b, 4d, 4i 5c, 5e					3 5
.93	4d, 4i, 5e					3 5
III. Occupational Guidance & Preparation 21.00						
.94	4d, 4f, 4i, 5e					
.95	4d, 4f, 4i, 5e					
.96	4d, 4f, 4i, 5e					

(Matrix of the LCCE and DPS Initiatives)

LCCE	(Walker) CIP	(District) DIP	Multi-Cultural Infusion	Essential Elements	ABCD Core Elements	Goals 2000
.97	4d, 4f, 4i, 5e					
III. Occupational Guidance & Preparation 22.00						
.98	4a, 4b, 4d, 4i, 5c, 5e					
.99	4a, 4d, 4i, 5c, 5e					
.100	4d, 4i, 5e					
.101	4a, 4d, 4i, 5c, 5e					
.102	4a, 4d, 4i, 5c, 5e					

Matrix of the LCCE, District Curricula, and Current Best Practices

E. D. Walker High School
Matrix of LCCE, District Curricula, and Current Best Practices

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
I. Daily Living Skills **1.00**									
.01	R	II.1.16	III.4.01-4.07 III.3.01-3.03		II.1.10-1.13	I.3.04 I.7.09-I.7.10 III.2.01-2.03 III.2.07-2.09 III.2.14-2.15		I F	
.02	R	II.1.16-1.17	III.4.06 III.4.09		I.5.27 II.1.17-1.20 II.1.37-1.38	I.3.01-3.03		I F	
.03	R		IV.1.05-1.07 III.4.09		I.11.17	I.3.06 I.3.08-3.09 III.2.01-2.04 III.2.14-2.15		I F	
.04		III.2.17-2.18				I.3.08		I F	
.05	R	II.1.16	III.1.23		I.5.27 II.1.32			I F	
.06	R	II.1.16	III.1.22 III.2.11-2.14 III.4.10-4.14		I.5.27 I.5.33-5.35 II.1.32	I.3.05-3.06 I.3.09		IV F	
I. Daily Living Skills **2.00**									
.07		I.1.02 I.4.01-4.04 I.4.06-4.12 I.4.14-I.4.22	I.8.02-8.09 I.8.11-8.14			I.9.09-9.10		I G I H	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.08	R	I.4.08 I.4.18-4.19 I.5.10 I.5.22			I.5.04 I.5.14-5.16 I.5.24 I.6.01	I.9.01-9.04 I.5.07 I.5.10 I.9.15			
.09	R					I.9.16			
.10					I.5.02-5.13 I.5.18-5.23 I.5.25-5.26 I.5.36				
.11		I.4.13-4.14	I.8.17-8.21			I.9.05 I.9.07 I.9.12-9.13		I H	
I. Daily Living Skills **3.00**									
.12	R	I.2.03 I.2.08-2.10	I.5.25		I.5.25 I.6.06-6.07 I.6.24	I.2.12		I D III E	
.13	R	I.1.05-1.10 I.1.15-1.16 I.1.18-1.20	I.1.01-1.23		I.6.01-6.14	I.1.01-1.12		IB IC	
.14		I.1.11-1.15 I.4.24		I.9.27	I.6.13 I.6.16-6.19	I.1.12-I.13		I B	
.15		I.1.18-1.20 I.2.01-2.02 I.2.05 I.6.03	I.2.01-2.03 I.2.06-2.13 I.5.06		I.6.07-6.08 I.6.14 I.6.20 I.6.39	I.1.01 I.1.13 II.2.12-2.13		I D	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.16		I.3.02 II.5.02 IV.1.10	I.2.04-2.05 I.5.13-5.14 I.7.07-7.08 I.8.10 I.8.15-8.16 II.2.02	I.5.27	I.4.04-16 I.5.14-5.16 I.5.24 I.5.29	I.2.01-2.02 I.2.04-2.11 I.4.01-4.02		I D	
I. Daily Living Skills 4.00									
.17						I.1.10-1.11 I.1.13 I.2.02-2.04 I.2.11 III.1.09 III.2.05-2.06			
.18						I.4.03-4.08 I.4.10			
.19			II.1.18-1.21			I.4.03-4.05			
I. Daily Living Skills 5.00									
.20	R	I.1.04 II.2.01-2.05 II.4.01-4.04 II.4.08	I.3.01 I.5.04-5.08 III.1.16			I.5.04-5.05		IV C	
.21		I.4.07 I.5.06 I.5.17-5.26	I.5.11 I.5.20-5.25		I.5.03 I.5.09 I.5.12-5.13	I.5.08 I.5.13-5.15		I A	
.22			I.5.08			I.5.06		I A	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.23	R	I.1.02 I.5.01-5.15 I.5.15-5.16	I.5.09-5.10 I.5.12 I.5.15-5.16		I.5.25-5.26	I.5.09		I A	
.24		I.1.01 I.1.03-1.04 I.5.01-I.5.05 I.5.16 II.4.06	I.5.17-5.19		I.6.07 I.6.31-6.36 I.6.39	I.2.12 I.5.01-I.5.04 I.5.12		I A	
.25			I.5.01-5.05			I.2.12 I.5.01-5.04		I A	
I. Daily Living Skills **6,00**									
.26	R	I..1.16 I.4.15-4.19 I.4.22	I.4.01-4.04	I.9.27 I.4.22	I.5.16 I.5.22	I.8.01		I G	
.27	R	I.3.02-3.12	I.3.02-3.05	I.9.27		I.8.02		IV D	
.28	R	I.4.20-4.21 I.4.23	I.8.01 II.2.07 II.2.12		I.5.19-5.24	I.8.03-8.04		I G	
I. Daily Living Skills **7,00**									
.29									
.30					II.1.32 I.4.13-1.14				

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.31	R			I.7.17	II.1.14-1.15 II.1.32	II.1.13			
.32					II.1.32	III.1.10		III D	
I. Daily Living Skills 8.00									
.33	R	II.6.02 II.6.04 III.2.09	I.3.06-3.09 III.1.05 III.1.07-1.15 III.1.17-1.19 III.2.10			I.4.05 I.7.16 I.7.18-7.20 II.1.07-1.12		III D	II.3.01-3.03
.34		I.2.07	III.5.01-5.05 II.2.03-2.06 II.4.01-4.04		IV.1.13 IV.1.18 IV.1.20,1. 29 IV.1.31, 1.36 IV.1.38-1.39	II.5.01-5.04		III A-E	
.35			I.7.19-7.20			II.5.01		III A-E	
.36		I.2.07 I.3.10 I.3.18 III.1.01-1.12 III.2.01-2.14 III.3.01-3.03	II.1.01-1.23		IV.1.07-1.12 IV.1.17 IV.1.19 IV.1.21-1.28 IV.1.30 IV.1.35-1.36 IV.1.38	II.2.08		III A-E	
.37									

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
I. Daily Living Skills **9.00**									
.38	R	II.5.02	I.7.17-7.18		I.4.13-4.14 II.1.14-1.16	I.7.01-7.02 I.7.03-7.15		IV A	
.39	R		I.7.04-7.06 I.7.09-7.18			I.7.03-I.7.07 I.7.11-7.15		IV A	
.40	R	I.3.01 II.5.06 II.9.01	I.7.01-7.03 I.7.24		I.11.16	I.7.07-7.10 I.7.12-7.13		IV A	
.41	R		I.7.18			I.7.14-7.15			
II. Personal Social Skills **10.00**									
.42		I.2.10	I.2.11 I.2.13 I.5.02 I.5.26 II.1.10-1.23	I.3.18		I.2.05		IA - D	
.43				I.1.03	I.3.20	II.2.04		II A	
.44		I.3.09 II.7.08 II.7.10		II.2.09-2.10	III.3.09 IV.1.03 V.1.02-1.03	I.4.04 I.4.08			
.45		I.1.17 I.2.05	I.2.11 I.2.13 I.5.02 I.5.26 II.1.01	I.3.38	I.6.01-6.08 I.6.13-6.14 I.6.16-6.17 I.6.19 IV.1.05-1.06	II.2.09-2.13		I C	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
II. Personal Social Skills **11.00**									
.46			II.1.01-1.02	I.3.01-3.02 I.3.04-3.06 I.3.33 I.3.36-3.37			9		
.47				II.1.01					
.48		I.3.11-3.12		I.2.13-2.14	IV.1.02 IV.1.25	I.4.06	12 13		
.49		I.3.13	II.1.07 II.3.18			I.4.06	2 8 10		
.50			II.1.02	II.1.02		II.2.05-207	9		
II. Personal Social Skills **12.00**									
.51		I.3.05 I.3.15	II.1.03	I.7.09-7.14 I.8.01-8.17	V.1.05-06	II.2.05-2.06			
.52	R	I.3.16 II.7.07 IV.1.07-1.08	II.1.07 II.3.12-3.16 II.3.18-3.19 III.1.07		I.3.34 I.3.43-3.45 V.1.07	II.4.04-4.06	1 3 5		
.53		I.3.08 II.6.05	II.1.08		IV.1.03-1.04 IV.1.12 V.1.02-1.03 V.1.05-1.06	I.4.05 II.2.05-2.06	3 4 5 6	III A -D	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.54			II.1.01 II.1.08	I.1.01-1.04 I.1.10 I.3.08	IV.1.02 IV.1.9-1.20 IV.1.26-1.27 IV.1.30				
.55		I.3.01-3.02	II.1.01 II.1.12-1.14		IV.1.18-1.20	II.2.05-2.06	14		
II. Personal Social Skills **13.00**									
.56		III.2.01-2.08 III.2.08	II.1.06 III.1.01-1.04 III.1.06	I.9.17	III.1.01-1.03 III.1.06-1.09 III.1.11-1.12 III.2.02-2.08 III.2.10-2.16				
.57		I.3.17	II.1.09 II.1.5-1.23			I.4.10 II.2.07		III C - D	
.58		I.3.17	II.1.04-1.05 II.1.14	I.9.04-9.26	IV.1.05-1.06 IV.1.14-1.15 IV.1.18 IV.1.21-1.25	I.4.10 II.2.07		III C - D	
II. Personal Social Skills **14.00**									
.59					IV.1.04	I.4.10 II.2.07			
.60		I.3.14	II.2.04-2.06 IV.2.05-2.08 IV.2.20-2.21	I.4.13-4.14	I.1.01-1.12 I.2.01-2.11 I.5.13 I.5.27-5.28 I.5.36	II.3.01-3.02			

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.60 (Continued)					II.1.36 IV.1.33-1.34 IV.1.36 IV.1.38-1.40 V.1.01 V.1.04-1.07				
.61		I.3.05	II.1.08-1.13 II.2.08-2.09 II.3.21-3.22	I.1.16-1.19	I.3.21-3.22 I.3.24 III.1.2.07 IV.1.01-1.06 IV.1.12 IV.1.14 IV.1.19-1.23 IV.1.30 IV.1.32	I.4.03 I.4.08 II.2.03	15		
II. Personal Social Skills **15.00**									
.62			I.6.01-6.12	I.3.12 I.3.23		I.10.01-10.04 II.1.01-1.06 II.1.10-1.13		IV B	
.63				I.1.18 I.2.19	II.4.09-4.10 II.4.15-4.16 II.5.01 II.5.05-5.06	I.10.01-10.04			
.64			II.2.10-2.11			I.10.01-10.04			
.65			II.2.10			I.10.01-10.04		IV B	
.66						I.10.01-10.04			

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
I. Daily Living Skills **16.00**									
.67		I.2.02 II.6.03	I.6.06-6.08		I.4.04-4.05 I.4.09-4.16	I.2.09 I.4.01-4.02		IVB	
.68		II.7.03	II.3.07 III.2.01-2.09		I.4.02-4.03 III.1.01-1.12 III.2.01-2.07 III.3.01-3.10	I.4.11 I.6.01-6.04 II.1.04 II.1.08-1.09 III.1.02-1.08	I I		
.69					III.2.08-2.16 III.1.13 I.3.52	III.1.01 III.1.11 III.1.08-1.09			
III. Occupational Guidance and Preparation **17.00**									
.70			IV.1.01-1.02 IV.2.03-2.04			II.1.01-1.02		II A - C	
.71	R		III.1.11-1.12			II.4.01-4.02		II A - C	
.72									
.73									
.74			IV.1.02					II A - C	
.75	R					II.4.01-4.02		II A - C	
III. Occupational Guidance and Preparation **18.00**									
.76			II.3.01-3.03			II.4.01-4.02		II A - C	

(Matrix of LCCE and other Curricula - Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.77	R		II.3.04-3.05 IV.1.01 IV.1.03 IV.2.06 IV.4.09			II.4.04		II A - C	
.78			II.3.02-3.03			II.4.02		II A - C	
.79						II.4.01		II A - C	
.80									
III. Occupational Guidance and Preparation **19.00**									
.81	R	IV.1.07-1.08	IV.2.05 IIV.3.18-3.19	I.5.06-5.08 I.5.11	I.3.18 I.3.22 I.3.26-3.29 I.3.34-3.37 I.3.43-3.45 I.3.47-3.51 I.4.03-4.05	III.1.01 III.1.06		II A - C	
.82			IV.2.01-2.02 IV.2.07 IV.4.01-4.08 IV.4.10 IV.4.12 II.3.19		I.3.47-3.51 I.3.53-3.54	III.2.12 III.3.01-3.05		II A - C	
.83			IV.2.15-2.17 IV.3.05		I.3.33			II A - C	
.84			III.1.20-1.21 IV.3.01-3.05		I.4.02-4.05 I.4.09			ID	

(Matrix of LCCE and other Curricula Continued)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.85		I.3.10 IV.1.17	II.3.12-3.17 IV.2.09-2.10 IV.4.11		I.3.21-3.24	II.2.01-2.03 II.4.05-4.06			
.86		I.4.05 IV.2.08-2.11 IV.2.16-2.21	II.3.01 IV.2.08-2.11 IV.2.16-2.21	I.4.01	I.3.26-3.37 I.3.43-3.46 I.3.52-3.53	II.4.07		II A - C	
.87		IV.1.16			I.3.39-3.42 I.3.45-3.46 I.3.49-3.54			II A - C	
III. Occupational Guidance and Preparation 20.00									
.88	R					II.4.03-4.04		II A - C	
.89	R	II.4.03-4.04	II.3.06 III.2.15-2.16			II.4.04-4.04		II C	
.90			II.3.06 II.3.08 II.3.10-3.11 IV.1.04			II.4.03-4.04	16	II C	
.91			II.3.20			II.4.03-4.04			
.92			IV.2.18						
.93			IV.2.15						
III. Occupational Guidance and Preparation 21.00									
.94		I.2.07 IV.1.02			I.3.53-3.54				I.1.01-1.19 I.3.01-3.18

(Matrix of LCCE and other Curricula)

LCCE	Reading and Language Arts	DC Curriculum	WAC Curriculum	ITC/TAP Curriculum	TC Curriculum	DE Curriculum	Boys Town Curriculum	Syracuse Curriculum	APE Curriculum
.94 (Continued)									I.4.01-4.17 II.1.01-1.03 II.2.01
.95		I.2.04 II.5.03-5.05						III E	I.1.01-1.19 I.3.01-3.18 I.4.01-4.08 I.5.01-5.22
.96		III.3.01-3.03 IV.1.12 IV.2.01-2.04 IV.2.06-2.09 IV.2.11-2.12			I.3.09-3.17				I.1.01-1.19
.97		I.5.07 III.3.01 IV.2.01-2.02 IV.2.05-2.06 IV.2.10 IV.2.12			I.1.07-1.12 I.2.01-2.03 I.2.06-2.11 I.3.01-3.16 I.3.25 I.3.34-3.37				
III. Occupational Guidance and Preparation **22.00.98**									
.01					I.3.14-3.16				
.02					I.3.08 II.1.07-1.09				
.03					I.3.09-3.16				
.04					I.3.01-3.08				

Matrix of the LCCE and Local Campus Assessment Instruments

E. D. Walker High School

Matrix of LCCE and Local Campus Assessment Instruments

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
I. Daily Living Skills **1.00**	**(Development of Correlations are an on-going process)**					
01.		III.A.31				6.12 8.1-8.24
.02		III.A.31 III.A.33-34				
.03		III.A.31				
.04		III.A.31				
.05		III.A.31				
.06		III.A.31-32				6.9-6.11 6.13
I. Daily Living Skills **2.00**						
.07	9	IX.A.64	D		5	4.17 5.7
.08					5	4.1-4.4 4.10-4.12 3.1 3.23-3.24
.09						
.10						
.11						

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
I. Daily Living Skills **3.00**						
.12		I.D.11				
.13	32	LC.7-10 X. Supplemental				5.1-5.5
.14						
.15						
.16	9					2.3-2.4 2.6-2.24 5.9 5.75-5.24
I. Daily Living Skills **4.00**						
.17						
.18						
.19						
I. Daily Living Skills **5.00**						
.20		I.A.2				
..21						
.22						
.23						

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
.24	12	I.A.1 I.A.3 I.A.4	B			
.25	12 40					5.8
I. Daily Living Skills 6.00						
.26		I.D.12-14				4.18-4.24 5.6
.27		III.A.35	A			4.13-4.16
.28		I.F.15				
I. Daily Living Skills 7.00						
.29						
.30						
.31						
.32						
I. Daily Living Skills 8.00						
.33	8.					6.3-6.8
.34	8 23 35	VIII.A.60 VIII.G.63				
.35						

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
.36	35 55 64 79	VIII.A.59 VIII.A.61				
.37						
I. Daily Living Skills **9.00**						
.38		I.G.18-20				2.1-2.2 2.5 2.10-2.11 2.15
.39			C			6.1-6.2
.40		I.G.18-20				2.7-2.9 2.1 2.13-2.14 2.16-2.23
.41						
II. Personal Social Skills **10.00**						
.42	24 33			B.13-17 G.64-67 F.58-70		
.43	67			C.28-30		
.44	24 66 70-71 78					

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
.45	33			C.24-27 D.34-37		
II. Personal Social Skills 11.00						
.46	4 12 20 44			D.31-.33 E.41-.43		
.47				E.44-.47		
.48	48 62	XVIII.A.38				
.49	22 49-50 54	XVIII.A.37				
.50	8 20 36 38 44 52 66 80	IX.A.65	K	E.57 E.64		
II. Personal Social Skills 12.00						
.51	10 16 23 31 37	XII.A.14-.19	K	E.54-.57		
.52	10 14	X.A.72 XI.A.8-.13				

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
.53	31 34 46	XI.A.1-7 XV.A.25-.28			25	
.54	58	X.A.73	H			
.55	56			G.61.-.63		
II. Personal Social Skills **13.00**						
.56	23 69	X.A.70.-71				
.57	7 10-11 15 19 27 47 51 55 71 75	X.A.70-.71		A.8-.10 F.51-.53		
.58	7 10-11 15 19 27 47 51 55 71 75	X.A.70		E.58-.60		
II. Personal Social Skills **14.00**						
.59	60					

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
60	10 13			A.4		
61	18 21			D.38-.40		
II. Personal Social Skills **15.00**						
62						
63	10 42 76					
64	74					
65				A.7		
66	23					
II. Personal Social Skills **16.00**						
67	J.H.23					
68	39 43 63	I.H.22				
69	43	IV.B.45-.46				
III. Occupational Guidance & Preparation **17.00**						
70						
71						
72						

(Matrix of LCCE and Assessment - Continued)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
.73						
.74						
.75						
III. Occupational Guidance & Preparation **18.00**						
.76	72					
.77						
.78						
.79						
.80						
III. Occupational Guidance & Preparation **19.00**						
.81	1 5 10 57 61 65 77				1 2 3 4 17 27-30	
.82	25 41 45		1		29	
.83	14 22	I.X.A.66			27-28 30	
.84					17	

(Matrix of LCCE and Assessment)

LCCE	ABC	ABS-RC:2	DIAL BRS	OEI	SFVC	SSSQ
85	2 3 6 30	X.A.67			22-23	
86	17 26 49 50 54		M		6-11 14 18-22 24 26 28 30	
87	17		M		9-14	
III. Occupational Guidance & Preparation 20.00						
88						
89						
90						
91						
92						
93	68					
III. Occupational Guidance & Preparation 21.00						
94	28-29 73			J		
95	73					
96	73					
97	73					

Forms

Individual Education Plan (IEP) Goals and Objectives:

DC - by Douglas Brooks 47
WAC - by Charleen Collins 48
Speech - by Nancy Redmond 49
Deaf Ed - by Dianne Reed 51

Lesson Plan:

DC - by Douglas Brooks 52
WAC - by Charleen Collins 53
TC - by Randy Astramovich 55
TC - by Joan Duff 56

Profiles and Data Sheets:

Individual Grade Sheet by Pamela Weaver 57
Individual Grade Profile by Pamela Weaver 58
Individual Profile by Richard Smoot 59
Group Profile by Gail Stelter 60
Class Profile by Richard Smoot 61
Individual Profile by Robert Blanton 62
Class Profile by Bobby Simmons 63

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Dallas Public Schools

Annual Goals And Short-Term Instructional Objectives For Individual Educational Plan (IEP)[1] [2]

Page__ Of__
Draft__/__/__
Accepted By ARD Committee
____/____/______

Student:
I.D.#
Date of Birth:
School: E.D. Walker Alternative High School
Grade: 9
Language of delivery:(if other than English) ESL required ☐ Yes ☐ No
IV. ☒ Instructional services: **Developmental Center**
☐ Related Services(Specify):
Responsible Implementor (title only): Sp. Ed. Teacher

Goal Area: **Vocational Domain**

Annual Goal: **The student will show measurable progress towards the vocational objectives.**

Short Term Objectives The Student will:	Indicate Level of Mastery Criteria	Evaluation Procedure (A)	Schedule For Evaluation	Evaluation Codes (B) see below for codes and level of supervision						Date
				Date	Date	Date	Date	Date	Date	Regression? 3
				Code	Code	Code	Code	Code	Code	
Initiate a task appropriately - choose task, carry to work table, open workjob. CIP3, DC IV.1.01, LCCE III.19.81	70%	2,8	3 Weeks							
Sustain interest in work - for a minimum of 15 minutes. CIP3, DC IV.1.02, LCCE III.21.94	70%	2,8	3 Weeks							
Complete assigned tasks - finish task, pack up workjob, return workjob to shelf. CIP 3, DC IV 1.07, LCCE 111 19.81	70%	2,8	3 Weeks							
Follow simple verbal directions. CIP 3, DC IV 1.07, LCCE III.19.81	70%	2,8	3 Weeks							
Follow simple pictorial directions/schedules - identify and follow object swap, use communication board. CIP 3, DC IV 1.08, LCCE III 20.93	70%	2,8	3 Weeks							
Demonstrate interest/willingness to learn new tasks - agree to try new prestented tasks. CIP 3, LCCE III 20.93, DC IV 1.04	70%	2,8	3 Weeks							
Maintain acceptable level of performance while not working in close proximity to others. CIP 3, LCCE III.19.81, DC IV 1.18	70%	2,8	3 Weeks							

(A)Evaluation Procedure Codes:
1. Teacher-made Tests 2. Observations
3. Weekly Tests 4. Unit Tests 5. Student Conferences
6. Work Samples 7. Portfolios
8. Other, Local Building Testing Program-ABS-RC:2

(B) Evaluation Codes:
A. Mastered
B. Continued-progress satisfactory
C. Continued-progress unsatisfactory
D. Continued with modifications as indicated and Attached.
E. Discontinued-inappropriate

(B) Level of Supervision:
1=Close
2=some
3=none

---

1 Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
2 Criteria and schedule must allow for determining student's eligibility for participation in extracurricular activities.
3 If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, circle "Y".

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Dallas Public Schools

Annual Goals And Short-Term Instructional Objectives For Individual Educational Plan (IEP)[1] [2]

Page__ Of__
Draft__/__/__
Accepted By ARD Committee
____/___/_____

Student:
I.D.#:
S.S.#: N/A
Date of Birth: 7/8/78
School: E.D. Walker High School
Grade: 11th
Language of delivery:(if other than English)
ESL required ☐ Yes ☒ No
IV. ☒ Instructional services: WAC
☐ Related Services(Specify):
Responsible Implementor (title only): Teacher

Goal Area: **DAILY LIVING SKILLS**	Annual Goal: **BUYING, PREPARING, & CONSUMING FOOD. LCCE 5.** CIP 4c

Short Term Objectives The Student will:	Indicate Level of Mastery Criteria	Evaluation Procedure (A)	Schedule For Evaluation	Evaluation Codes (B) see below for codes and level of supervision						Date Regression? 3
				Date Code	Date Code	Date Code	Date Code	Date Code	Date Code	
1. LCCE 5.20 Purchase food in a simulated store. WAC III.1.16 Recognize 5 common product labels.	70%	2, 8	6 Weeks							
2. LCCE 5.22 Store food. WAC I.5.08 Put away groceries correctly										
3. LCCE 5.23 Prepare simple meats and snacks. WAC I.5.10 Demonstrate safety with stove or micro- wave oven.										
4.										
5.										
6.										
7.										
8.	↓	↓	↓							

(A)Evaluation Procedure Codes:
1. Teacher-made Tests 2. Observations
3. Weekly Tests 4. Unit Tests 5. Student Conferences
6. Work Samples 7. Portfolios
8. Other,

(B) Evaluation Codes:
A. Mastered
B. Continued-progress satisfactory
C. Continued-progress unsatisfactory
D. Continued with modifications as indicated and Attached.
E. Discontinued-inappropriate

(B) Level of Supervision:
1=Close
2=some
3=none

---

[1] Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
[2] Criteria and schedule must allow for determining student's eligibility for participation in extracurricular activities.
[3] If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, circle "Y".

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Annual Goals And Short-Term Instructional Objectives For Individual Educational Plan (IEP)[1 2]

Page__ Of__
☒ Draft__/__/__
☐ A coepted By ARD Committee ____/___/______

Student:
I.D.#:
S.S.#: N/A
Date of Birth:
School: E. D. Walker High School
Grade: WAC-
Language of delivery: English
ESL Required: ☐ Yes ☒ No
IV. ☒ Instructional services:
☒ Related Services(Specify): Speach Therapy
Responsible Implementor (title only): Teacher/SLP

Goal Area: Language/Directed	Annual Goal: Maintain appropriate communication goals.

Short Term Objectives The Student will:	Indicate Level of Mastery Criteria	Evaluation Procedure (A)	Schedule For Evaluation	Evaluation Codes (B) see below for codes and level of supervision						Date
				Date	Date	Date	Date	Date	Date	Regression? 3
				Code	Code	Code	Code	Code	Code	
1. follow verbal directions as given by teachers.	70%	2; 8	6 weeks							Y / N
2. express needs, wants and opinions at appropriate times.	↓	↓	↓							↓
3. elaborate or expand utterances when answering questions.										
4. use fluency enhancing techniques throughout the day.										
(LCCE: 13-56, 16-68, 69; CIP: 4a, 5d)										

(A) Evaluation Procedure Codes:
1. Teacher-made Tests 2. Observations
3. Weekly Tests 4. Unit Tests 5. Student Conferences
6. Work Samples 7. Portfolios
8. Other,

(B) Evaluation Codes:
A. Mastered
B. Continued-progress satisfactory
C. Continued-progress unsatisfactory
D. Continued with modifications as indicated and Attached.
E. Discontinued-inappropriate

(B) Level of Supervision:
1=Close
2=some
3=none

---

1 Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
2 Criteria and schedule must allow for determining student's eligibility for participation in extracurricular activities.
3 If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, circle "Y".

6/95
ARD-3

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Annual Goals And Short-Term Instructional Objectives For Individual Educational Plan (IEP)[1] [2]

Page__ Of__
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☐ Accepted By ARD Committee
____/___/______

Student:
I.D.#:
S.S.#: N/A
Date of Birth:

School: E.D. Walker High School
Grade: WAC
Language of delivery:(if other than English)
ESL required ☐ Yes ☒ No

IV.☐ Instructional services:
☒ Related Services(Specify): Speech Therapy
Responsible Implementor (title only): Speech Pathologist

Goal Area: Language - Integrated	Annual Goal: Use selected functional core vocabulary words in natural situations.

Short Term Objectives The Student will:	Indicate Level of Mastery Criteria	Evaluation Procedure (A)	Schedule For Evaluation	Evaluation Codes (B) see below for codes and level of supervision						Date
				Date	Date	Date	Date	Date	Date	Regression? 3
				Code	Code	Code	Code	Code	Code	
receptively identify a designated number of core vocabulary objects or pictures in the natural environment. use the core vocabulary to express wants/needs in the natural environment. expressively request using "I want", "I need", "I like", etc. pair a picture/object/symbol with a target concept. use a picture communication system to indicate specific wants/needs in at least three natural situations in the educational setting. (LCCE: 13-56, 16-68, 69; CIP: 4A, 5D)	70% ↓	2; 8 ↓	6 weeks ↓							Y / N ↓

(A)Evaluation Procedure Codes:
1. Teacher-made Tests 2. Observations
3. Weekly Tests 4. Unit Tests 5. Student Conferences
6. Work Samples 7. Portfolios
8. Other,

(B) Evaluation Codes:
A. Mastered
B. Continued-progress satisfactory
C. Continued-progress unsatisfactory
D. Continued with modifications as indicated and Attached. .
E. Discontinued-inappropriate

(B) Level of Supervision:
1=Close
2=some
3=none

---

1 Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
2 Criteria and schedule must allow for determining student's eligibility for participation in extracurricular activities.
3 If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, circle "Y".

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Annual Goals And short-term Instructional Objectives For Individual Educational Plan (IEP)1 2

Page
Draft
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Student:
I.D. #:
Date of Birth:
School: E.D. Walker High School
Grade: 10
Language of delivery:(if other than English) ESL required ☐Yes ☐
IV. ☐√ Instructional Services
☐ Related Services(Specify):
Responsible Implementer (title only): Teacher

Goal Area: Work Activity	Annual Goal: Increase level of communication									
Short Term Objectives The student will: increase his work skills	Indicate Level of Mastery Criteria	Evaluation Procedure (A)	Schedule For Evaluation	Evaluation Codes (B) see below for codes and level of supervision						Date
				Date Code	Date Code	Date Code	Date Code	Date Code	Date Code	Regression? 3
LCCE 19.81 Student will follow directions and observe regulations	70%	2,8,11	6 Weeks							
LCCE 19.82 Student will recognize importance of supervision										
LCCE 19.85 Student will work with others										
LCCE 19.86 Student will meet demands for quality work										
Lcce 19.87 Student will work at a satisfactory rate										

(A) Evaluation Procedure Codes:

1. Teacher-made tests
2. Observations
3. Weekly Tests
4. Unit Tests
5. Student conferences
6. Work Samples
7. Portfolios
8. Other, ABS-RC
9. OEI
10. SSSQ
11. LCCE Competency Rating Scale

(B) Evaluation Codes:

A. Mastered
B. Continued-progress satisfactory
C. Continued-progress unsatisfactory
D. Continued with modifications as indicated and Attached
E. Discontinued-inappropriate

(B) Level of Supervision

1=Close
2=Some
3=None

---

1. Goals and objectives for English as a second language and or primary language development shall be included for a limited English proficient student as appropriate.
2. Criteria and schedule must allow for determining student's eligible for participation in extracurricular activities.
3. If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, circle "Y".

6/95
ARD-3

Date:_______________ **Teacher:**_______________

Period: Arrival, 1, 2 & 5 **Assistant:**_______________

Time: 8-10 am & 12-1 pm **Room:** 132

Subject/Domain: Functional Communication/Community

Lesson Plan for Community Domain

Goal: The student will show measurable progress toward the mastery of community objectives.

Objectives: The student will

_______1. Express needs. CIP 4, DC II 7.01, LCCE II.16.68
_______2. Communicate information. CIP 4, DC II 7.03, LCCE II.16.68
_______3. Demonstrate building orientation. CIP 4, DC II 5.01, LCCE I.9.40
_______4. Locate line, stand, move with line. CIP 4, DC II.4.01
_______5. Locate table/seat. CIP 4, DC II 4.05, LCCE II.4.01
_______6. Eat food properly. CIP 4, DC II 4.06, LCCE I.5.24
_______7. Clear eating area as appropriate. CIP 4, DC II 4.05, LCCE I.5.24
_______8. Walk with someone. CIP 4, DC II 5.03, LCCE II.12.53

Instructional Methods and Strategies:

_______ Students will go to the cafeteria; those able to will go through the cafeteria line, go to their table and eat with teacher supervision, and dispose of their tray when finished; others will be assisted in these areas. Proper public behavior, appropriate table manners, and socialization will be the focus and will be demonstrated.

_______ Students will go to the cafeteria, restroom, gym, and nurse's office at appropriate times, independently if able, or with assistance if needed. Building orientation and proper public behavior will be the focus and demonstrated.

_______ Students will be offered choices in activities and selections where possible.

_______ Students will be asked questions and encouraged to express needs, feelings, and choices using sentences, single words, communication boards, objects, hand signs, and leading by hand.

Instructional Resources/Materials:

_______ Trips to gym, restroom, nurse's office and cafeteria
_______ Communication boards, classroom objects, and object swap

Method of Evaluation:

_______ Teacher observation
_______ ABS-RC:2
_______ _______________

Documentation:

_______ Can be found in the homeroom notebook
_______ _______________

LESSON PLANS

Name:________________ WAC
Room
Date: **March 31-April 4, 1997**

8:05 a.m. Meet students outside. Give them their **meal tickets** before they get in line to eat breakfast. **Breakfast** ends at 8:35 a.m.

9:10-10:00 a.m. The students go to **GYM** with Teacher Assistant. This is my planning period.

10:05-10:55 a.m. The students begin work on work jobs, **Occupational Guidance**.

11:00-11:30 a.m. **Lunch**: Give out **lunch tickets** before the students leave the room.

11:35-12:30 p.m. Continue with work jobs, **Occupational Guidance**.

12:30- 1:20 p.m. Teacher Assistant takes our class to **ART**. Work Production Class B comes to Rm. 254 for **Personal/Social Skills**.

1:25- 2:15 p.m. My class returns for **Daily Living Skills**. We usually go to the **Apartment**.

2:20- 2:45 p.m. **Personal/Social Skills**. Prepare to go to the lunchroom to board buses.

OCCUPATIONAL GUIDANCE: LCCE # 21.94.3 CIP # 5e

Identify jobs in which endurance & strength are critical.

Instructional Methods and Strategies:
See Data Sheets in the blue notebook next to my desk for specific activities for each student.

1. Experiment through work jobs: identify which ones take endurance & strength.
2. Student 1: #33 Student 2: #7 Student 3: #12 Student 4: #28 Student 5: #23 Student 6: #40 Student 7:#23
3. Students explain how two jobs are different/how they are the same.
4. Visit the Work Production area to observe students working on jobs.

PERSONAL/SOCIAL: LCCE # 14.59 CIP # 4d

Identify characteristics for personal growth: growth in families.

Instructional Methods and Strategies:

See Data Sheets in the blue notebook next to my desk for specific activities for each student.

1. Do work sheet (p. 750): “10 things I love to do: discuss the activities.
2. Find & cut out pictures of families doing things together. Put into a booklet.
3. Use wooden figures of family members: discuss roles of these individuals.
4. Role play family members. Let students guess which member they are portraying.

DAILY LIVING SKILLS: LCCE # 28.2 CIP 4c

Continue use of basic appliances & tools: can openers (elec. & hand).

See Data Sheets in the blue notebook next to my desk for specific activities for each student.

1. Apartment: Practice using the can openers on empty cans.
2. Introduce the students to the blender. Let them practice using it.
3. Do “situation cards” with whole group: p. 318. Guess which appliance?
4. Play the cooking game with the group.

INSTRUCTIONAL RESOURCES & MATERIALS

1. Competency units for Daily Living Skills, Occupational Guidance and Preparation, & Personal-Social Skills are available.
2. Work jobs are available on shelves.
3. Activity Cards are available in Data Sheet Folder (for individual activities).
4. Board Games provided on shelves.

METHOD OF EVALUATION:

1. Teacher Evaluation/Observation 2. Tests when applicable for math or spelling 3. Check Sheets for weekly activities 4. Local building testing

DOCUMENTATION: Grade Book, Data Sheets, Student Folders

Student

Individualized Lesson Plan

Randall Astramovich, M.Ed. *Total Communication* Room 259
E.D. Walker High School
Week of March 3, 1997 to March 7, 1997

Methods of evaluation:
1. Teacher Observations
2. Recording Observation Data

Goals and Objectives	Class Period(s)	LCCE	Teaching Strategies, Methods & Activities	M	T	W	TH	F	GRADE
Communication (CIP 4a)									
Increase use of appropriate verbal manners	6 - Func Comm Skl	16.68	Daily practice of social conversation skills with teacher						
Respond appropriately to personal data	6 - Func Comm Skl	16.68	Practice verbalizing/writing his name, address & phone						
Exhibit basic social courtesies	6 - Func Comm Skl	12.53	Model & practice saying "please", "thank you" & "excuse me"						
Functional Independence (CIP 4c)									
Follow & maintain a daily schedule	2 & 5 - Voc Academics	14.6	Verbally prompt Student to check his schedule during transitions						
Follow a daily work schedule	2 & 5 - Voc Academics	14.6	Daily assignment of vocational work tasks						
Follow a left to right work progression	2 & 5 - Voc Academics	14.6	Model completing work tasks involving l-to-r sequence						
Put finished task in assigned area	2 & 5 - Voc Academics	14.6	Show Student where to place completed tasks						
Work carefully, paying attention to quality	2 & 5 - Voc Academics	19.86	Model and reteach tasks in which numerous errors are made						
Participate in household/classroom tasks	7 - Personal Care	2.08	Student will help clean up his work area at end of day						
Work on basic mathematical operations	1 - Cog Skl Dev		Worksheets & manipulatives emphasizing one-toone correspondence						
Develop reading comprehension skills	1 - Cog Skl Dev		Use of fill in the blank sentences to practice reading functional words						
Socialization (CIP 4d)									
Choose age appropriate activities	4 & 7 - Personal Care	8.34	Encourage Student to choose higher level activities						
Tolerate parallel play	4 & 7 - Personal Care	8.36	Model and verbally prompt appropriate group behaviors						
Take leadership role in group activities	4 & 7 - Personal Care	12.55	Encourage Student to help other students in need of assistance						
Practice turn taking, sharing, waiting	4 & 7 - Personal Care	12.55	Practice standing in line without cutting ahead & sharing at leisure						
Respond appropriately when approached	4 & 7 - Personal Care	13.56	Model and practice appropriate ways of responding to people						

Periods:			
	1.	8:15-9:05	Cog Skl Dev
	2.	9:10-10:00	Voc Academics
	3.	10:05-10:55	Adapted P.E.
	4.	11:00-12:30	Lunch, Personal Care
	5.	12:30-1:20	Voc Academics
	6.	1:25-2:15	Func Comm Skl
	7.	2:20-3:10	Personal Care

A - Mastering (90-100)
B - Emerging (80-89)
C - Slowly Progressing (70-79)

[illegible] Program Implemented: No Data Recorded

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Lesson Plans
For The week Of Jan. 10th

Teacher: **Assistant:**

Lesson Plans

Teacher
Assistant

Time: 8:00-8:45 **Period:** Arrival and breakfast **Domain:** Socialization and Communication **IEP Goal:** Increase functional Socialization and Communication Skills

Instructional Methods and Strategies: As students arrive on their individual buses, each student is responsible for entering the building, coming to their assigned table for breakfast. get their lunch ticket from the teacher or assistant. and waiting for their turn in the breakfast line while maintaining appropriate social behavior and following the school rules. Students will follow their individual objectives as listed in the table below:

IEP Objectives	Students	IEP Objectives Covered	LCCE Competencies	CIP Strategies	Evaluation Schedule
1. Tolerate Parallel Activities	Student One	1,3, 4, 5,6	16.68	4d	Daily
2. Participate in sharing, waiting, and taking turns	Student Two	1,3, 4, 5,6	13.58, 14.60	4d	↓
3. Increase use of appropriate verbal manners	Student Three	1,3, 4, 5,6	14.60,19.81,98.02	4d	
4. Indicate need for assistance by using words, gestures, and pictures	Student Four	1,3, 4, 5,6	14.60,19.81,98.02	4d	
4. Respond appropriately to verbal requests	Student Five	1,3, 4, 5,6	14.60,19.81,98.02	4d	
5. Imitate an appropriate greeting using words or gestures	Student Six	1,3, 4, 5,6	14.60,19.81,98.02	4d	
6. Increase ability to interact appropriately with adults and peers in social situations					

Time: 9:00-11:15 **Period:** 1st. through 3rd. **Domain:** Functional Independence **IEP Goal:** To Increase Functional Independence Skills

Instructional Methods and Strategies: Each student is responsible for following his daily schedule by checking schedule before making all transitions throughout the day. Student I and Student II will write their schedules in a daily planner. All the other students will have a picture/word schedule posted on their lockers. The first activity on the schedules is personal hygiene. After grooming students will follow their daily work schedules posted at their work stations. All students will rotate through computer time which is either posted on the daily schedule or their work stations. Student III. will go to Work Production from 9:00-11:00. Student IV and Student V will go to art class at 11:00.

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E. D. Walker High School

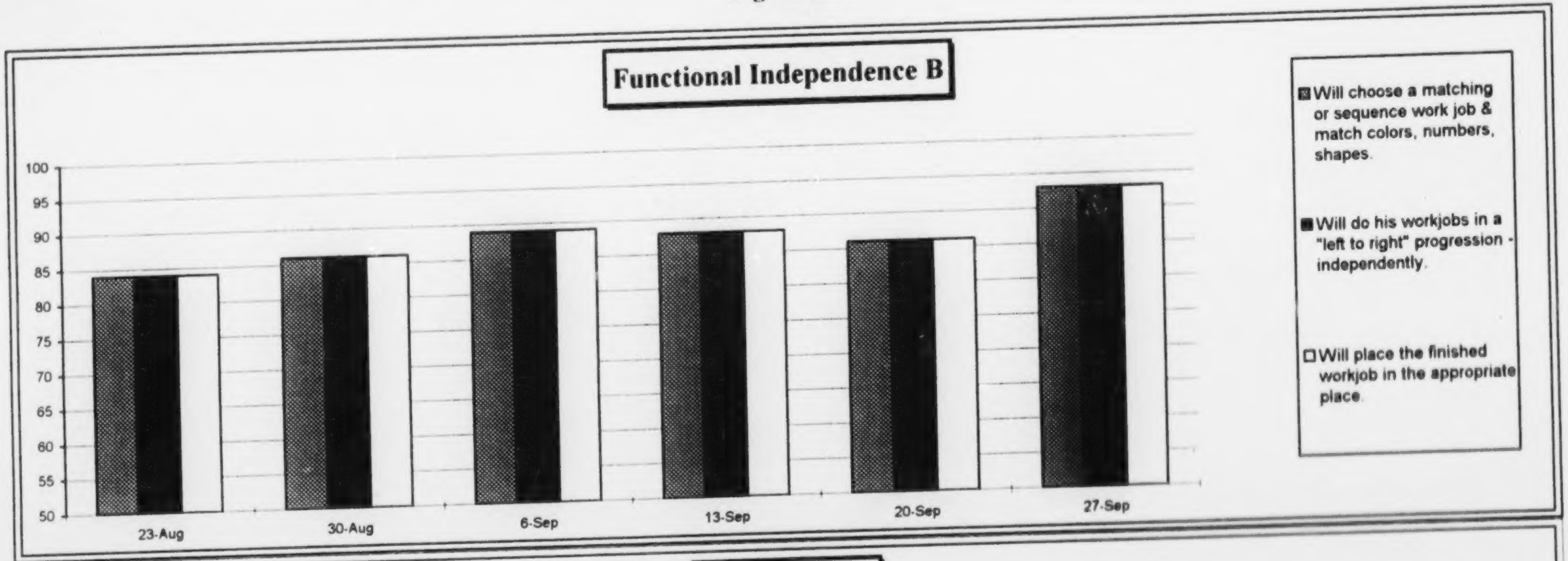
9/29/96 **Date/Grade Sheets 1996-97**

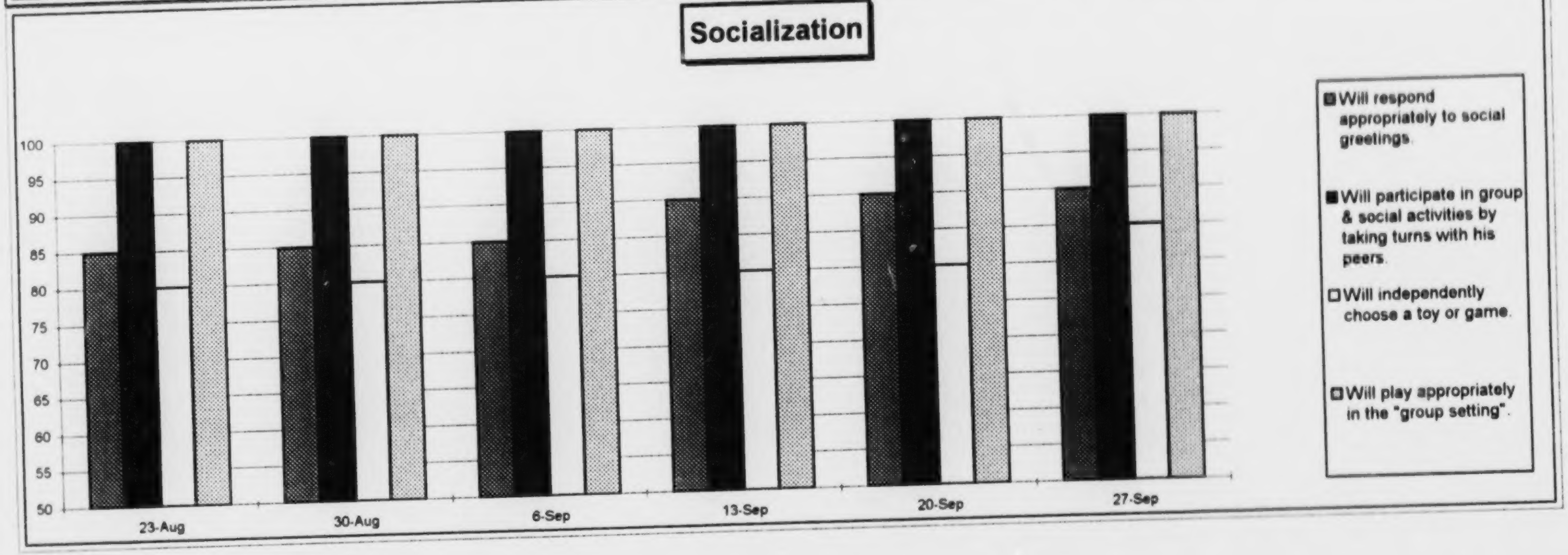
E. D. Walker High School
Data/Grade Sheets
1996/1997

Communication	23-Aug	30-Aug	6-Sep	13-Sep	20-Sep	27-Sep	6 WKS	Semester
Anticipate daily routine through the use of an object/ picture schedule system.	70	70	75	75	75	75	70.83	70.83
Demonstrate the ability to make choices of preferred stimulus.	70	70	70	70	70	70		
Respond to a repertoire of simple commands/requests appropriate to environment and functioning level.	70	70	70	70	70	70		
Signal specific wants/needs by giving motoric indication (pointing, gesturing, proximity) and/or vocalizing in any consistent manner.	70	70	70	70	70	70		

Functional Independence	23-Aug	30-Aug	6-Sep	13-Sep	20-Sep	27-Sep	6 WKS	Semester
Will tolerate and participate in personal care.	80	80	80	80	80	80	72.50	72.50
Will maintain personal belongings.	70	70	70	70	70	70		
Will maintain table manners.	70	70	70	70	70	70		
Will participate in fine motor activities.	70	70	70	70	70	70		

Socialization	23-Aug	30-Aug	6-Sep	13-Sep	20-Sep	27-Sep	6 WKS	Semester
Will tolerate sharing items and taking turns.	70	70	70	70	70	70	70.83	70.83
Will reduce aggressive behavior and disruptive habits.	70	70	70	70	70	70		
Will participate in group activities.	70	75	70	80	70	70		
Will extend social courtesy with gesture and eye contact.	70	70	70	70	70	70		


Functional Independence B
100
95
90
85
80
75
70
65
60
55
50
23-Aug
30-Aug
6-Sep
13-Sep
20-Sep
27-Sep
▨ Will choose a matching or sequence work job & match colors, numbers, shapes.
■ Will do his workjobs in a "left to right" progression - independently.
☐ Will place the finished workjob in the appropriate place.


Socialization
100
95
90
85
80
75
70
65
60
55
50
23-Aug
30-Aug
6-Sep
13-Sep
20-Sep
27-Sep
▨ Will respond appropriately to social greetings.
■ Will participate in group & social activities by taking turns with his peers.
☐ Will independently choose a toy or game.
▨ Will play appropriately in the "group setting".

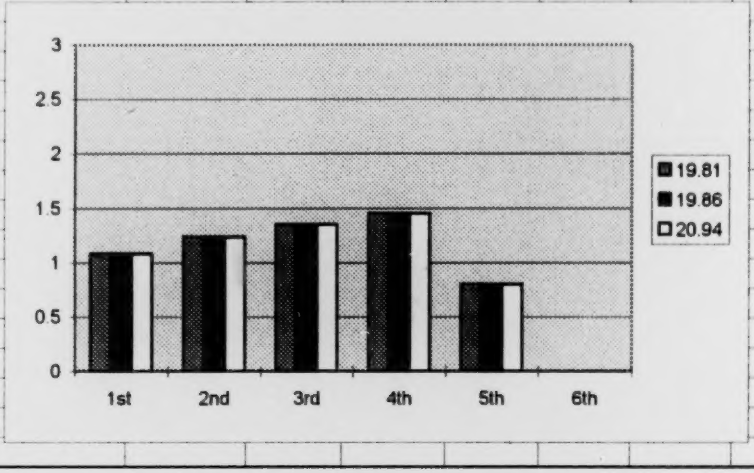
Grade96

Name: Sample Student

IEP Objectives:		8/23/96	8/30/96	9/6/96	9/13/96	9/20/96	9/27/96	Six-wk ave	six-wk grd
19.81	Follow directions and observe regulations	1	1	1	1.1	1.2	1.2	1.08333333	80.8333333
19.86	Meet demands for quality work	1	1	1	1.1	1.2	1.2	1.08333333	80.8333333
20.94	Build stamina and endurance	1	1	1	1.1	1.2	1.2	1.08333333	80.8333333
	Weekly/Six weeks' grade	80	80	80	81	82	82		80.8333333

	1st	2nd	3rd	4th	5th	6th
19.81	1.08333333	0	0	0	0	0
19.86	1.08333333	0	0	0	0	0
20.94	1.08333333	0	0	0	0	0

Sample Student



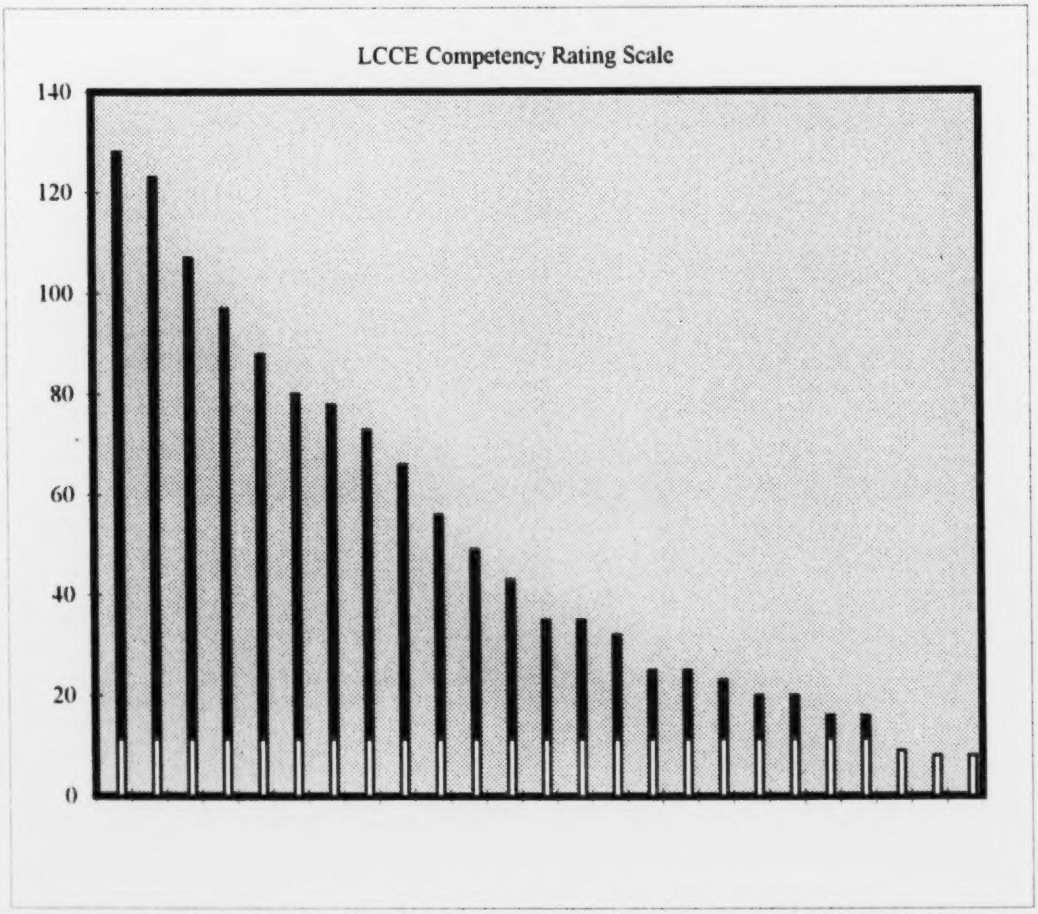
Rating Scale:

0 = Not competent

1 = Partially competent

2 = Competent

3 = Community competent


LCCE Competency Rating Scale

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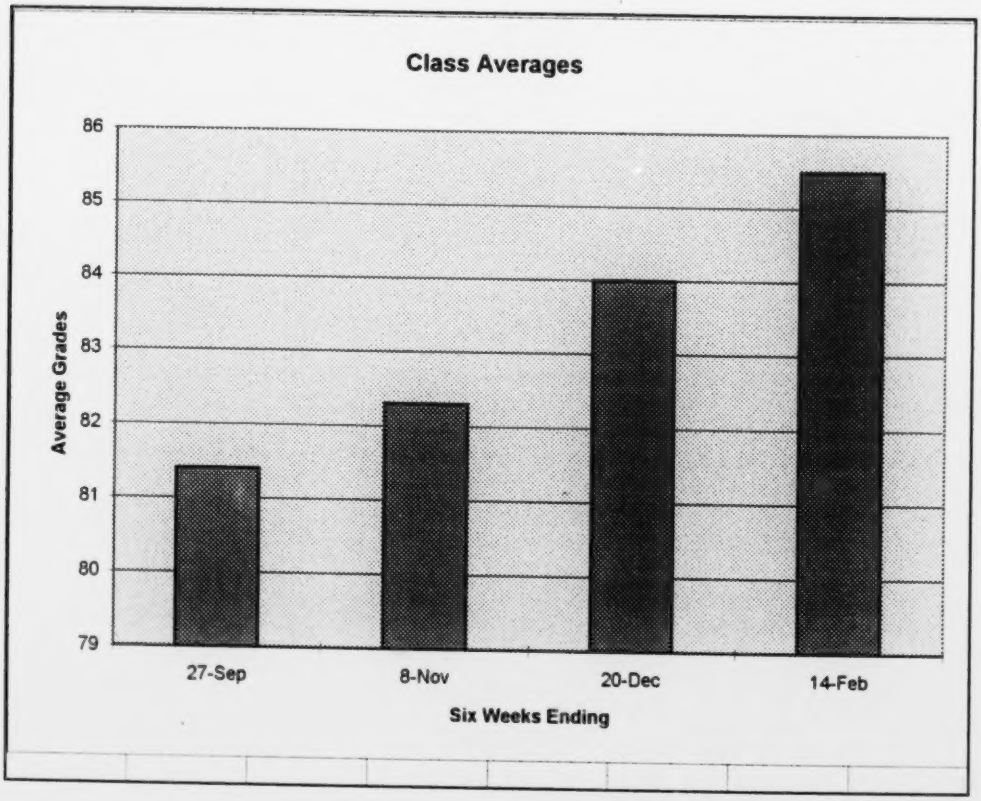

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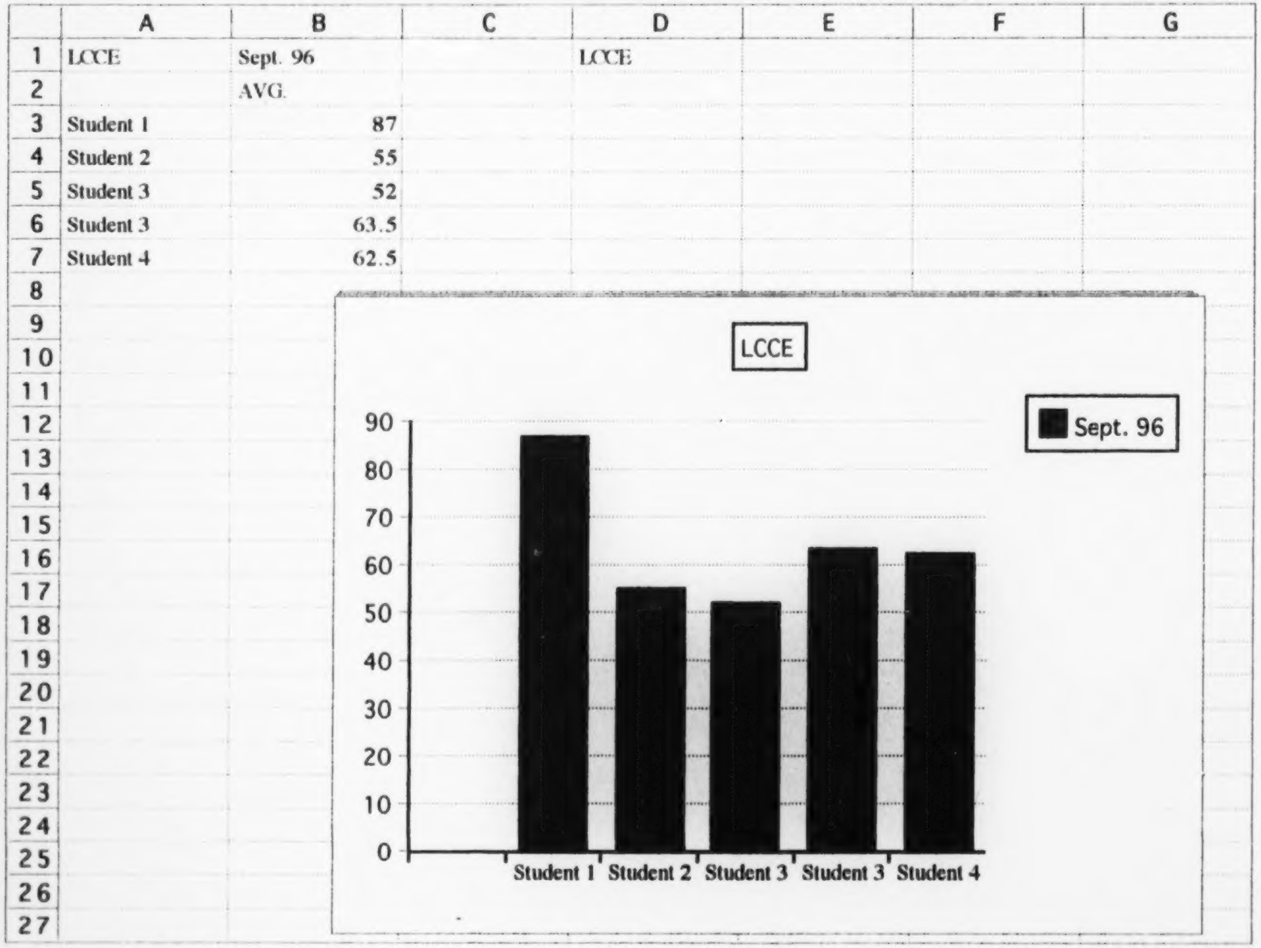

	A	B	C	D	E	F	G
1	LCCE	Sept. 96		LCCE			
2		AVG.					
3	Student 1	87					
4	Student 2	55					
5	Student 3	52					
6	Student 3	63.5					
7	Student 4	62.5					

LCCE
■ Sept. 96
90
80
70
60
50
40
30
20
10
0
Student 1
Student 2
Student 3
Student 3
Student 4

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Appendix

A

Developmental Center

Developmental Center Goals

I. Developmental Center/Domestic

I.1.00 Self-Care

- **The student will function as independently as possible in current and future domestic living environments.**

.01 The student will use a straw. (LCCE 5.24)

.02 The student will open containers and wrappers. (LCCE 5.23)

.03 The student will demonstrate eating etiquette. (LCCE 5.24)

.04 The student will complete cafeteria style routine. (LCCE 5.20; R)

.05 The student will use the toilet at a scheduled time. (LCCE 3.13)

.06 The student will use appropriate bathroom in school. (LCCE 3.13; R)

.07 The student will follow acceptable toileting procedures. (LCCE 3.13)

.08 The student will use bathroom fixtures appropriately. (LCCE 3.13; R)

.09 The student will review bathroom labels and expand to community. (LCCE 3.13; 9.40;R)

.10 The student will use bathroom at designated break times. (LCCE 3.13; R)

.11 The student will identify clothing articles. (LCCE 3.14)

.12 The student will dress/undress at an appropriate rate. (LCCE 3.14)

.13 The student will dress/undress in an appropriate area. (LCCE 3.14)

.14 The student will choose clothing appropriate for weather. (LCCE 3.14)

.15 The student will maintain neat appearance. (LCCE 3.14)

.16 The student will determine when clothes need laundering. (LCCE 6.26)

.17 The student will control drooling when physically able. (LCCE 3.13; 10.45)

.18 The student will cover mouth when coughing/sneezing. (LCCE 3.13; 3.15)

.19 The student will care for nose independently. (LCCE 3.13; 3.15)

.20 The student will wash hands/face at appropriate times. (LCCE 3.13; 3.15)

Note: From Special Education curriculum developed by the Dallas Independent School District Special Education Department. No publication or copyright date.

I.2.00 Health

- **The student will function as independently as possible, recognizing good health habits, in current and future domestic living environments.**

.01 The student will keep hand/object out of mouth. (LCCE 3.13)
.02 The student will recognize medical personnel. (LCCE 11.55; R)
.03 The student will select liquid with meals, snacks. (LCCE 3.12; 5.25, R)
.04 The student will walk (ambulate independently). (LCCE 21.95)
.05 The student will identify body parts. (LCCE 10.45)
.06 The student will care for glasses, hearing aid. (LCCE 3.13)
.07 The student will receive exposure to a variety of active games. (LCCE 8.33; 8.37)
.08 The student will participate in selected exercises daily. (LCCE 3.12)
.09 The student will establish and demonstrate exercise routines. (LCCE 3.12; R)
.10 The student will demonstrate relaxation exercises. (LCCE 10.42)

I.3.00 Social Skills

- **The student will function as independently as possible in current and future domestic living environments in social situations.**

.01 The student will identify family members, relatives, friends. (LCCE 11.55)
.02 The student will distinguish between significant individuals and strangers. (LCCE 11.55; R)
.03 The student will reduce/eliminate distracting mannerisms, self-stimulation. (LCCE 12.53)
.04 The student will reduce/eliminate self-destructive behavior. (LCCE 12.53)
.05 The student will reduce/eliminate behavior destructive to others. (LCCE 12.53)
.06 The student will reduce/eliminate disturbing/distracting behaviors. (LCCE 12.53)
.07 The student will reduce/eliminate name-calling. (LCCE 12.53)
.08 The student will demonstrate acceptable behavior in diverse social situations/settings. (LCCE 12.53)
.09 The student will express feelings in a socially acceptable manner. (LCCE 12.51; 12.53)
.10 The student will work/play cooperatively. (LCCE 8.36; 19.85)
.11 The student will reinforce others/respond to reinforcement. (LCCE 11.48)
.12 The student will behave in a mutually supportive/facilitation way. (LCCE 11.48)
.13 The student will cope with criticism or rejection. (LCCE 11.49)
.14 The student will accept responsibility for his/her actions. (LCCE 7.29; 7.32; 14.61)

.15 The student will respect the privacy/property/right of others. (LCCE 12.51)

.16 The student will obey all pertinent rules and laws. (LCCE 7.31; 12.52; R)

.17 The student will acquire skills toward developing/maintaining friendships. (LCCE 13.57; 13.58)

.18 The student will join friends/relatives in social activities. (LCCE 8.36)

.19 The student will join in projects that benefit the community. (LCCE 7.29; R)

I.4.00 Housekeeping

- **The student will function as independently as possible, using housekeeping skills, in current and future domestic living environments.**

.01 The student sill pick up toys. (LCCE 2.7)

.02 The student will put chairs under table. (LCCE 2.7)

.03 The student will straighten an area; pick up/put away. (LCCE 2.7)

.04 The student will dust/wipe furniture. (LCCE 2.7)

.05 The student will judge quality of work accurately. (LCCE 19.86)

.06 The student will participate in cleaning routines in home/school settings. (LCCE 2.7; 5.21)

.07 The student will develop skills for disposing of garbage. (LCCE 2.7)

.08 The student will vacuum floors. (LCCE 2.7)

.09 The student will change bed linens. (LCCE 2.7)

.10 The student will demonstrate sweeping skills. (LCCE 2.7)

.11 The student will demonstrate mopping/scrubbing skills. (LCCE 2.7)

.12 The student will clean bathrooms. (LCCE 2.7)

.13 The student will develop skills to maintain outdoor areas. (LCCE 2.7; 2.11)

.14 The student will water/feed plants routinely. (LCCE 2.7; 2.11)

.15 The student will identify items needing washing. (LCCE 6.26)

.16 The student will collect dirty clothes and store in appropriate areas. (LCCE 6.26)

.17 The student will sort clothes. (LCCE 6.26)

.18 The student will wash clothes. (LCCE 6.26)

.19 The student will dry clothes. (LCCE 6.26)

.20 The student will fold various clothing items. (LCCE 6.28)

.21 The student will hang various clothing items. (LCCE 6.28)

.22 The student will maintain laundry area cleanliness. (LCCE 2.7)

.23 The student will place clothes in appropriate storage areas. (LCCE 6.28)

.24 The student will adjust clothing as necessary. (LCCE 6.28)

I.5.00 Food Preparation

- **The student will function as independently as possible, using skills for food preparation, in current and future domestic living environments.**

.01 The student will place a dish/utensil/napkin before each chair at table. (LCCE 5.23)

.02 The student will obtain appropriate number of dishes/utensils/napkins. (LCCE 5.23)

.03 The student will identify/organize dishes/utensils needed for different foods. (LCCE 5.23)

.04 The student will set complete place settings. (LCCE 5.23)

.05 The student will recognize need to return extras or obtain additional items. (LCCE 5.23)

.06 The student will demonstrate basic kitchen hygiene. (LCCE 5.23)

.07 The student will discriminate between hot/cold. (LCCE 21.97; R)

.08 The student will assemble ingredients needed. (LCCE 5.23; R)

.09 The student will acquire stirring, pouring, cutting, spreading, scraping skills. (LCCE 5.23)

.10 The student will demonstrate function of basic kitchen tools/appliances. (LCCE 2.8; R)

.11 The student will prepare foods requiring no or minimal cooking. (LCCE 5.23; R)

.12 The student will begin use of measurement: cup, tbls., tsp. (LCCE 5.23; R)

.13 The student will follow pictorial or simple written recipes. (LCCE 5.23; R)

.14 The student will prepare foods using the stove top. (LCCE 5.23; R)

.15 The student will prepare food using the oven. (LCCE 5.23; R)

.16 The student will demonstrate eating etiquette. (LCCE 5.24) (GIVE SPECIFIC REQUIREMENTS)

.17 The student will clear table, scrape, rinse and stack dirty dishes. (LCCE 5.21)

.18 The student will wipe tables. (LCCE 5.21)

.19 The student will discriminate garbage from non garbage. (LCCE 5.21.20 The student will wash dishes, learn to adjust water temperature. (LCCE 5.21; R)

.21 The student will dry dishes. (LCCE 5.21)

.22 The student will demonstrate use of dishwasher. (LCCE 2.8; R)

.23 The student will put dishes away. (LCCE 5.21)

.24 The student will wipe up spills. (LCCE 5.21)

.25 The student will clean sink. (LCCE 5.21)

.26 The student will wring out, hang up dishcloths and dish towels. (LCCE 5.21)

II. Developmental Center/Community Goals

II.1.00 Shopping Skills

- **The student will function as independently as possible to be able to do shopping independently.**

.01 The student will visit a variety of stores in community. (LCCE 9.40; R)

.02 The student will receive exposure to specialty stores. (LCCE 9.40; R)

.03 The student will acquire shopping vocabulary. (LCCE 5.20; 6.27; R)

.04 The student will be aware of others. (LCCE 14.61)

.05 The student will demonstrate appropriate store behavior. (LCCE 12.53)

.06 The student will respond appropriately to clerks. (LCCE 12.53)

.07 The student will receive exposure to elevators/escalators. (R)

.09 The student will recognize functions of store clerks. (LCCE 12.55; R)

.08 The student will identify store clerks. (LCCE 12.55; R)

.10 The student will recognize areas appropriate/inappropriate for customers. (LCCE 12.53; R)

.11 The student will look at/scan items to locate specific item. (LCCE 6.27; R)

.12 The student will request help if needed. (LCCE 15.62)

.13 The student will locate price tags on variety of items. (LCCE 5.20; 6.27; R)

.14 The student will match/discriminate/label items found in stores. (LCCE 5.20; 6.27; R)

.15 The student will handle items appropriately. (LCCE 5.20; 6.27)

.16 The student will develop basic money skills necessary for shopping. (LCCE 1.1; 1.2; 1.5; R)

.17 The student will locate register to pay for item. (LCCE 1.2; R)

.18 The student will use shopping list.. (LCCE 5.20; 6.27; R)

II.2.00 Shopping Skills/Grocery Store

- **The student will function as independently as possible to be able to do grocery shopping independently.**

.01 The student will receive exposure to a variety of grocery stores. (LCCE 5.20; 9.40; R)

.02 The student will demonstrate appropriate use of shopping cart. (LCCE 5.20; R)

.03 The student will locate item. (LCCE 5.20; R)

.04 The student will recognize food from label on can/box/bag. (LCCE 5.20; R)

.05 The student will use functional shopping list. (LCCE 5.20; R)

II.3.00 Shopping Skills/Department Stores

- **The student will function as independently as possible to be able to do department shopping independently.**

.01 The student will receive exposure to a variety of stores in the community. (LCCE 9.40; R)

.02 The student will develop browsing skills. (LCCE 5.20, 6.27; R)

.03 The student will purchase items based on individual, family or class needs. (LCCE 5.20; 6.27; R)

.04 The student will use shopping cart for more than two items. (LCCE 5.20; 6.27)

.05 The student will utilize shopping list. (LCCE 5.20; 6.27; R)

.06 The student will locate item needed. (LCCE 5.20; 6.27; R)

.07 The student will manipulate items carefully.

.08 The student will develop concept of fit. (LCCE 6.27)

.09 The student will locate price/size on item price tag. (LCCE 6.27; R)

.10 The student will demonstrate appropriate procedures for trying clothes on. (LCCE 6.27)

.11 The student will locate checkout counters in variety of stores. (LCCE 6.27; R)

.12 The student will pay for item. (LCCE 1.2; 6.27; R)

II.4.00 Cafeteria

- **The student will function as independently as possible to be able to go to cafeteria independently.**

.01 The student will locate line, stand, move with line. (LCCE 5.20)

.02 The student will pick up tray, napkins, and utensils and slide tray. (LCCE 5.24)

.03 The student will respond to server's cue by pointing or make verbal selection. (LCCE 5.20; R)

.04 The student will pick up item not controlled by server. (LCCE 5.20)

.05 The student will locate table/seat., (LCCE 5.24)

.06 The student will eat food properly. (LCCE 5.24)

.07 The student will clear eating area as appropriate. (LCCE 5.24)

.08 The student will ask for assistance if machine doesn't give item from a vending machine. (LCCE 15.62; R)

II.5.00 Transportation

- **The student will function as independently as possible to be able to use transpiration services independently.**

.01 The student will demonstrate building orientation. (LCCE 9.40; R)

.02 The student will develop pedestrian safety skills. (LCCE 3.16; 9.38; R)

.03 The student will walk with someone. (LCCE 21.95)

.04 The student will walk over/around barriers. (LCCE 21.95; R)

.05 The student will walk through parking lot. (LCCE 21.95; R)

.06 The student will demonstrate neighborhood orientation. (LCCE 9.40; R)

.07 The student will identify store clerks. (LCCE 12.55; R)

II.6.00 Use of Community Facilities

- **The student will function as independently as possible to use community facilities independently.**

.01 The student will walk to another class, office, rest room. (LCCE 9.40; R)

.02 The student will recognize designated playground area, etc. (LCCE 8.33; R)

.03 The student will utilize school nurse. (LCCE 16.67; R)

.04 The student will express need to use rest room in community. (LCCE 12.53; 16.68; R)

.05 The student will demonstrate appropriate toileting procedures in the community. (LCCE 12.53)

II.7.00 Communication

- **The student will function as independently as possible to be able to communicate with others independently.**

.01 The student will express needs. (LCCE 16.68)

.02 The student will target person for situation. (LCCE 12.55; R)

.03 The student will communicate information. (LCCE 16.68)

.04 The student will initiate interaction at appropriate times/places. (LCCE12.53)

.05 The student will sustain interaction until communication is acknowledged.(LCCE 16.68)

.06 The student will demonstrate non-verbal communication. (LCCE 16.68)

.07 The student will express willingness to comply with directive. (LCCE 12.52; 19.81)

.08 The student will express approval/dislike/uncertainty. (LCCE 10.43; 10.44)

.09 The student will express inability to execute directive or act on request. (LCCE 16.68)

.10 The student will express negative emotional states. (LCCE 16.68)

III. Developmental Center/Recreation/Leisure Goals

III.1.00 Play Skills/Games

- **The student will engage in age-appropriate recreation/leisure activities.**

.01 The student will explore ________ (Specific Number) age-appropriate toys/games/activities. (LCCE 8.36; R)

.02 The student will play with one object or group of objects at a time. (LCCE 8.36)

.03 The student will identify objects by name. (LCCE 8.34; R)

.04 The student will demonstrate appropriate uses of objects. (LCCE 8.36)

.05 The student will put objects away when free time is over.

.06 The student will demonstrate parallel play skills. (LCCE 8.36)

.07 The student will demonstrate creative uses of objects. (LCCE 8.36)

.08 The student will demonstrate skills for using construction materials. (LCCE 8.36)

.09 The student will play appropriately with toys vehicles. (LCCE 8.36)

.10 The student will demonstrate appropriate skills for miscellaneous objects. (LCCE 8.36)

.11 The student will participate in interactive play. (LCCE 8.36; R)

.12 The student will participate in group play with directions. (LCCE 8.36; R)

III.2.00 Listening and Looking Skills

- **To increase awareness skills to be able to function more independently in recreation/leisure skills.**

.01 The student will develop appropriate skills for hearing a story. (LCCE 13.56)

.02 The student will develop appropriate skills for listening to records. (LCCE 13.56)

.03 The student will develop appropriate skills for listening to a tape player. (LCCE 13.56)

.04 The student will develop appropriate skills for listening to a radio. (LCCE 13.56)

.05 The student will be exposed to various leisure reading. (LCCE 13.56; R)

.06 The student will demonstrate appropriate skills for viewing TV. (LCCE 13.56)

.07 The student will demonstrate appropriate skills for operating video games.

.08 The student will demonstrate skills for attending public performances. (LCCE 8.34; 9.40; 12.53; 13.56; R)

.09 The student will locate the facility housing the activity/assembly. (LCCE 9.40; R)

.10 The student will browse/look/listen to/read material. (LCCE 13.56; R)

.11 The student will check out books/records. (LCCE 8.34; R)

.12 The student will use AV equipment. (LCCE 8.34; R)

.13 The student will look at exhibits. (LCCE 8.34; 12.53; R)

.14 The student will attend special events. (LCCE 8.34; 9.40; 12.53; 13.56; R)

III.3.00 Hobbies/Arts/Crafts

- **Increase repertoire of recreation/leisure activities that the student can perform across various environments.**

.01 The student will receive exposure to variety of instruments. (LCCE 13.56; 21.96)

.02 The student will demonstrate basic operation of instruments commonly found in school. (LCCE 21.96)

.03 The student will demonstrate appropriate pasting/gluing skills. (LCCE 21.96)

IV. Developmental Center/Vocational Goals

IV.1.00 Work Adjustment Skills

- **The student will function as independently and productively as possible in a variety of community-based training sites.**

.01 The student will initiate task appropriately. (LCCE 19.81; R)

.02 The student will sustain interest in work. (LCCE 19.87)

.03 The student will complete assigned tasks. (LCCE 19.86)

.04 The student will demonstrate interest/willingness to learn new tasks. (LCCE 20.93; R)

.05 The student will accept help form peers, co-workers, and/or supervisors. (LCCE 19.83; 19.85)

.06 The student will respond appropriately to correction/criticism. (LCCE 11.49)

.07 The student will follow simple verbal directions. (LCCE 19.81

.08 The student will follow simple pictorial directions and schedules. (LCCE 19.81; R)

.09 The student will ask question/seek help when needed. (LCCE 15.62)

.10 The student will work safely and carefully. (LCCE 19.84)

.11 The student will demonstrate ability to learn new tasks. (LCCE 20.93; R)

.12 The student will use tools and materials as taught. (LCCE 21.96)

.13 The student will use storage areas appropriately.

.14 The student will cope with changes in routines. (LCCE 20.93)

.15 The student will demonstrate initiative. (LCCE 20.92)

.16 The student will maintain acceptable level of performance for (hours/minutes). (LCCE 19.86; 19.87)

.17 The student will maintain acceptable level of performance while working in close proximity to others. (LCCE 19.86; 19.87)

.18 The student will maintain acceptable level of performance while not working in close proximity to others. (LCCE 19.86; 19.87)

IV.2.00 In-School Training Sites

- **To function as independently and productively as possible in school-based training sites.**

.01 The student will demonstrate proficiency in assembly/packaging skills. (LCCE 21.96)

.02 The student will demonstrate an ability to collate. (LCCE 21.96)

.03 The student will demonstrate an ability to fold. (LCCE 21.96)

.04 The student will demonstrate lacing skills. (LCCE 21.96)

.05 The student will demonstrate matching skills. (LCCE 21.97; R)

.06 The student will demonstrate measuring and cutting skills. (LCCE 21.96; 21.97; R)

.07 The student will demonstrate mounting skills. (LCCE 21.96)

.08 The student will demonstrate packaging skills. (LCCE 21.96)

.09 The student will demonstrate shelving skills. (LCCE 21.96)

.10 The student will demonstrate sorting skills. (LCCE 21.97; R)

.11 The student will demonstrate stacking skills. (LCCE 21.96)

.12 The student will demonstrate skills in a variety of classroom jobs. (LCCE 21.96; 21.97)

Appendix

B

Work Activity Center

Work Activity Center Goals

I. Daily Living Skills:

I.1.00 Hygiene and Personal Care

- **The student will demonstrate measurable progress toward mastery of Daily Living Skills standards at appropriate functioning level. Instruction level.**

.01 The student will demonstrate all skills necessary for independent toileting. (LCCE I.3.13)

.02 The student will independently wipe nose. (LCCE I.3.13)

.03 The student will demonstrate proper techniques for tooth brushing. (LCCE I.3.13)

.04 The student will identify reasons for flossing teeth daily. (LCCE I.3.13)

.05 The student will identify reasons for personal cleanliness. (LCCE I.3.13)

.06 The student will demonstrate proper techniques for washing hands, face, and/or body. (LCCE I.3.13)

.07 The student will identify reasons for using deodorant. (LCCE I.3.13)

.08 The student will demonstrate proper use of deodorant. (LCCE I.3.13)

.09 The student will demonstrate proper application of make-up. (LCCE I.3.13)

.10 The student will discuss possible value of shaving vs. growing a beard. (LCCE I.3.13)

.11 The student will demonstrate proper shaving techniques (safety razor, electric razor). (LCCE I.3.13)

.12 The student will discuss the importance of hair care. (LCCE I.3.13)

.13 The student will demonstrate proper hair washing techniques. (LCCE I.3.13)

.14 The student will demonstrate proper use of a hair dryer. (LCCE I.3.13)

.15 The student will exhibit proper combing and brushing techniques for hair. (LCCE I.3.13)

.16 The student will demonstrate safe and appropriate use of a curling iron or hot rollers. (LCCE I.3.13)

.17 The student will discuss correct use of sanitary napkins. (LCCE I.3.13)

.18 The student will manage monthly sanitary needs independently. (LCCE I.3.13)

.19 The student will demonstrate proper dressing skills. (LCCE I.3.13)

.20 The student will demonstrate ability to care for personal needs. (Adapt. DLS-01) (LCCE I.3.13)

.21 The student will maintain a clean and neat appearance. (LCCE I.3.13)

Note: From Special Education curriculum developed by the Dallas Independent School District Special Education Department. No publication or copyright date.

.22 The student will demonstrate basic hand sewing skills (attaching a button, repairing a seam, affixing a patch). (LCCE I.3.13)

.23 The student will identify appropriate clothing for weather and occasions. (LCCE I.3.13)

I.2.00 Health Care

- **The student will identify materials to be used for first aid (alcohol, cotton swabs, Band-Aids, gauze bandages and compresses, etc.)**

.01 The student will demonstrate care of small cuts. (LCCE I.3.15)

.02 The student will demonstrate technique to use in case of nose bleed. (LCCE I.3.15)

.03 The student will identify product warning labels. (LCCE I.3.15)

.04 The student will identify procedures to use in case of swallowed or inhaled poison. (LCCE I.3.16)

.05 The student will identify reasons to follow directions on products and/or medicines. (LCCE I.3.16)

.06 The student will purchase non-prescription health aids. (LCCE I.3.15)

.07 The student will demonstrate knowledge of proper use of non-prescription medication. (LCCE I.3.15)

.08 The student will purchase prescription medicines. (LCCE I.3.150

.09 The student will self-administer prescription medication. (LCCE I.3.15)

.10 The student will identify person to contact in case of emergency. (LCCE I..3.15)

.11 The student will state reasons why a yearly medical check-up is important. (LCCE I.3.15; I.10.42; I.10.45)

.12 The student will state procedures for making a doctors appointment. (LCCE I.3.15)

.13 The student will identify reasons for knowing first aid. (LCCE I.3.15; I.10.42; I.10.45)

I.3.00 Shopping and Money Management

.01 The student will read price signs. (LCCE I.5.20)

.02 The student will purchase minor personal articles. (LCCE I.6.27)

.03 The student will purchase specific items on request. (LCCE I.6.27)

.04 The student will purchase basic clothing items. (Adapt DLS-02) (LCCE I.6.27)

.05 The student will demonstrate all skills necessary for buying clothing. (LCCE I.6.27)

.06 The student will demonstrate ability to order meal in a fast food restaurant. (LCCE I.8.33)

.07 The student will demonstrate ability to order food from a waitress. (LCCE I.8.33)

.08 The student will demonstrate ability to figure a tip for service. (LCCE I.8.33)

.09 The student will demonstrate ability to pay restaurant bill. (LCCE I.8.33)

I.4.00 Clothing Care

.01 The student will demonstrate laundry sorting techniques. (LCCE I.6.26)

.02 The student will demonstrate use of washing machine. (LCCE I.6.26)

.03 The student will demonstrate use of a clothes dryer. (LCCE I.6.26)

.04 The student will wash clothes in a Laundromat. (LCCE I.6.26)

I.5.00 Food Preparation

.01 The student will identify the major food groups. (LCCE I.5.25)

.02 The student will discuss the importance of eating foods with nutritional value vs. "junk food." (LCCE I.5.25; I.10.42; I.10.45)

.03 The student will select items for a complete meal. (LCCE I.5.25)

.04 The student will identify grocery ads in the newspaper. (LCCE I.5.20; I.5.25)

.05 The student will prepare grocery list for purchase of food for a nutritionally balanced meal. (Adapt. DLS-03) (LCCE I.5.20; I.I.5.25)

.06 The student will demonstrate use of a vending machine. (LCCE I.3.15; I.5.20)

.07 The student will demonstrate ability to shop in a supermarket including making a list, budgeting, selecting and purchasing items. (LCCE I.5.20)

.08 The student will correctly put away groceries. (LCCE I.5.08; I.5.22)

.09 The student will demonstrate safety with cooking tools and utensils. (LCCE I.5.23)

.10 The student will demonstrate safety with to stove or microwave oven. (LCCE I.5.23)

.11 The student will demonstrate appropriate hygiene in food preparation. (LCCE I.5.21)

.12 The student will follow a recipe including selecting ingredients, completing measurements, and mixing and cooking the food. (LCCE I.5.23)

.13 The student will demonstrate safety technique to use in case of a grease fire on the stove. (LCCE I.3.16)

.14 The student will demonstrate safety procedures to use in case a person or self is on fire. (LCCE I.3.16)

.15 The student will demonstrate all skills necessary for meal preparation. (LCCE I.5.23)

.16 The student will demonstrate appropriate table setting for a dinner. (LCCE I.5.23)

.17 The student will exhibit appropriate use of a napkin when eating. (LCCE I.5.24)

.18 The student will demonstrate appropriate use of silverware during meal. (LCCE I.5.24)

.19 The student will demonstrate appropriate table talk during a meal. (LCCE I.5.24)

.20 The student will clear and clean dining area. (LCCE I.5.21)

.21 The student will demonstrate washing dishes by hand. (LCCE I.5.21)

.22 The student will demonstrate use of dishwasher. (LCCE I.5.22)

.23 The student will demonstrate safe cleaning utensils and tools used in food preparation. (LCCE I.5.23)

.24 The student will demonstrate cleaning kitchen appliances. (LCCE I.5.24)

.25 The student will demonstrate ability to correctly put away dishes and utensils after use and cleaning. (LCCE I.5.21)

.26 The student will identify reasons for a maintenance of proper weight. (LCCE I.3.12; I.10.42; I.10.45)

I.6.00 Telephone Use

.01 The student will demonstrate use of both rotary and touch tone phones or TTY. (LCCE I.15.62)

.02 The student will speak clearly into telephone when making calls. (LCCE I.5.62)

.03 The student will use the TTY to transmit data. (LCCE I.15.62)

.04 The student will answer telephone/TTY with appropriate etiquette. (LCCE I.15.62)

.05 The student will take and relay telephone or TTY messages. (LCCE I.15.62)

.06 The student will discuss meaning of the term emergency. (LCCE I.15.62; I.16.67)

.07 The student will demonstrate ability to find emergency phone number(s). (LCCE I.15.62; I.16.67)

.08 The student will role play use of 911 for emergencies giving essential information (name, address, telephone number) while remaining on the line for instructions from emergency personnel. (LCCE I.15.62; I.16.67)

.09 The student will place local phone calls as directed. (LCCE I.15.62)

.10 The student will place local calls independently. (LCCE I.15.62)

.11 The student will demonstrate use of telephone directory. (LCCE I.15.62)

.12 The student will demonstrate ability to place a telephone call. (LCCE I.15.62)

I.7.00 Community Access

.01 The student will identify ______ (number) survival signs ______ for safety in everyday living. (LCCE I.9.40)

.02 The student will read ______ (number) of traffic and pedestrian signs. (LCCE I.9.40)

.03 The student will locate __________ site and home site on a simple map. (LCCE I.9.40)

.04 The student will discuss safety skills to be used walking to and from bus stop and __________site. (LCCE I.9.39)

.05 The student will demonstrate safety skills to be used walking to and from bus stop and __________site. (LCCE I.9.39)

.06 The student will walk safety to and from ______________ site. (LCCE I.9.39)

.07 The student will discuss safety skills for waiting at the bus stop and for riding the bus. (LCCE I.3.16)

.08 The student will demonstrate safety skills while waiting at the bus stop and while riding the bus. (LCCE I.3.16)

.09 The student will locate relevant information on a bus schedule. (LCCE I.9.39)

.10 The student will select appropriate time for departure. (LCCE I.9.39)

.11 The student will secure correct fare or has card for trip to and from ____________ site. (LCCE I.9.39)

.12 The student will independently arrive at the bus stop on time. (LCCE I.9.39)

.13 The student will have fare ready, pay quickly, and be seated appropriately upon entering bus. (LCCE I.9.39)

.14 The student will display appropriate bus etiquette. (LCCE I.9.39)

.15 The student will exit bus appropriately at correct stop transferring if necessary. (LCCE I.9.39)

.16 The student will ride public transportation independently. (LCCE I.9.39)

17 The student will relate information from driver safety handbook on request. (LCCE I.9.38-I.9.39)

.18 The student will take driver safety test with appropriate modifications. (LCCE I.9.38-I.9.39; I.9.41)

.19 The student will identify community recreation facilities. (LCCE I.8.35)

.20 The student will locate and access community recreation facilities. (LCCE I.8.35)

.21 The student will discuss steps required for preparing and mailing a letter.

.22 The student will demonstrate use of post office by purchasing stamp(s) and mailing a letter.

.23 The student will demonstrate ability to check out books at the library.

.24 The student will demonstrate necessary skills for mobility and access within the community. (Adapt. DLS-05) (LCCE I.9.40

I.8.00 Home Care and Maintenance

.01 The student will discuss importance of picking up after self. (LCCE I.6.28)

.02 The student will demonstrate proper techniques for dusting. (LCCE I.2.07)

.03 The student will demonstrate sweeping and mopping a floor. (LCCE I.2.07)

.04 The student will vacuum rugs or carpet. (LCCE I.2.07)

.05 The student will demonstrate making a bed. (LCCE I.2.07)

.06 The student will demonstrate techniques for changing bed linen. (LCCE I.2.07)

.07 The student will demonstrate techniques for washing windows. (LCCE I.2.07)

.08 The student will demonstrate cleaning mirrors. (LCCE I.2.07)

.09 The student will demonstrate cleaning bathroom fixtures. (LCCE I.2.07)

.10 The student will demonstrate safe storage procedures for hazardous household materials. (LCCE I.3.16)

.11 The student will discuss need for painting walls and/or trim of a house. (LCCE I.2.07)

.12 The student will discuss basic electrical safety. (LCCE 2.07)

.13 The student will display skills for making simple household repairs. (Adapt. DLS-07) (LCCE I.2.07)

.14 The student will demonstrate skills necessary for care and maintenance of a home. (Adapt. DLS-06) (LCCE I.2.07)

15 The student will identify severe storm, fire and tornado safety procedures for the home. (LCCE I.3.16)

.16 The student will develop and practice home tornado and fire drill. (LCCE I.3.16)

.17 The student will discuss need for outdoor maintenance. (LCCE I.2.11)

.18 The student will demonstrate skills for outdoor maintenance. (Adapt. DLS-08) (LCCE I.2.11)

.19 The student will demonstrate simple gardening techniques (digging, planting, watering, weeding). (LCCE I.2.11)

.20 The student will use lawn maintenance tools. (LCCE I.2.11)

.21 The student will operate lawn maintenance equipment. (LCCE I.2.11)

II Personal/Social Development

II.1.00 Interpersonal Relationships

- **The student will demonstrate measurable progress toward mastery of Personal/Social Development standards at appropriate functioning level. Instructional level**

.01 The student will demonstrate self-awareness. (Adapt. P/SD-01) (LCCE I.8.36; I.10.46; I.12.54; I.12.55)

.02 The student will demonstrate self-confidence. (Adapt. P/SD-02) (LCCE I.8.36; I.10.46; I.11.50)

.03 The student will demonstrate ability to take turns. (LCCE I.8.36; I.12.52)

.04 The student will assist others when asked. (LCCE I.8.36; I.13.58)

.05 The student will offer assistance to other appropriately. (LCCE I.8.36; I.13.58)

.06 The student will respond appropriately to others' expressions of concern or interest. (LCCE I.8.36; I.11.52; I.13.56)

.07 The student will cope with criticism. (LCCE I.8.36; I.10.49)

.08 The student will demonstrate socially responsible behavior. (Adapt. P/SD-03) (LCCE I.8.36; I.12.53-I.12.54 I.14.61)

.09 The student will identify parents, siblings and extended family members. (LCCE I.8.36; I..13.57; I.14.61)

.10 The student will identify male adolescent changes within DISD human growth and development guidelines. (LCCE I.8.36; I.10.42; I.14.61)

.11 The student will identify female adolescent changes within DISD human growth and development guidelines. (LCCE I.8.36; I.10.42; I.14.61)

.12 The student will identify roles/responsibilities for family members. (LCCE I.8.36; I.10.42; I.12.55; I.14.61)

.13 The student will identify family changes (divorce, death, marriage, etc.) and describe responsible ways of dealing with such changes.U,8.36; I.10.42; I.12.55; I.14.61)

.14 The student will demonstrate knowledge of the responsibilities of friendship. (LCCE I.8.36; I.10.42; I.12.55; I.13.58)

.15 The student will identify appropriate places for friends to get together. (LCCE I.8.36; I.10.42; I.13.57)

.16 The student will discriminate between appropriate and inappropriate dating behavior. (LCCE I.8.36; I.10.42; I.13.57)

.17 The student will identify techniques for making a date. (LCCE I.8.36; I.10.42; I.13.57)

.18 The student will identify reasons people become engaged. (LCCE I.4.19; I.8.36; I.10.42; I.13.57)

.19 The student will identify the responsibilities of engagement. (LCCE I.4.19; I.8.36; I.10.42; I.13.57)

.20 The student will define the responsibilities of marriage. (LCCE I.4.19; I.8.36; I.10.42; I.13.57)

.21 The student will identify reasons people get married. (LCCE I.4.19; I.8.36; I.10.42; I.13.57)

.22 The student will discuss and define appropriate vs. inappropriate sexual behavior within DISD human growth and development guidelines. (LCCE I.8.36; I.10.42; I.13.57)

.23 The student will discuss appropriate time and place for sexual intercourse within DISD human growth and development guidelines. (LCCE I.8.36; I.10.42; I.13.57)

II.2.00 Independent Living

.01 The student will correctly state personal data (name, address, telephone number, birthday, parents name). (LCCE I.16.68)

.02 The student will carry and show ID card when appropriate. (LCCE I.3.16; I.16.68)

.03 The student will follow a sequence of daily activities. (LCCE I.8.34; I.16.68)

.04 The student will demonstrate knowledge of where he/she needs to be at a given time. (LCCE I.8.34; I.14.60; I.16.68)

.05 The student will discriminate between yesterday, today and tomorrow. (LCCE 8.34; I.14.60; I.16.68)

.06 The student will identify the difference between weekends and weekdays.

.07 The student will display acceptance or responsibility for personal possessions. (LCCE I.6.28; I.16.68)

.08 The student will express anger/frustration in an appropriate manner. (LCCE I.14.61; I.16.68)

.09 The student will demonstrate independence in an appropriate manner. (Adapt. P/SD-07) (LCCE I.14.61; I.16.68)

.10 The student will demonstrate problem solving techniques. Adapt. P/SD-06) (LCCE I.15.64; I.15.65)

.11 The student will demonstrate attempts to solve everyday problems through role play or classroom practice. (LCCE I.15.64)

.12 The student will select own clothing appropriately for weather and occasion. (LCCE I.6.28)

II.3.00 Work Related

.01 The student will display understanding of vocational choices and knowledge of the working world. (Adapt. P/SD-08) (LCCE I.18.76; I.19.86)

.02 The student will express a definite job interest. (LCCE I.18.76; I.18.78)

.03 The student will demonstrate knowledge of realistic job choices. (LCCE I.18.76; I.18.78)

.04 The student will identify what is meant by a work day, work week and pay period. (LCCE I.18.77)

.05 The student will apply appropriate social behavior to school/job. (Adapt. P/SD-04) (LCCE I.18.77)

.06 The student will role play appropriate interpersonal skills for a job interview. (LCCE I.20.90)

.07 The student will use telephone to request information about potential jobs. (LCCE I.16.68)

.08 The student will use the telephone to set up a job interview. (LCCE I.20.90)

.09 The student will complete a job application form independently. (LCCE I.20.89)

.10 The student will demonstrate appropriate interpersonal skills during a job interview. (LCCE I.20.90)

.11 The student will complete a job interview. (LCCE I.20.90)

.12 The student will role play appropriate interpersonal skills on the job. (LCCE I.12.52; I.19.85)

.13 The student will demonstrate appropriate interpersonal skills on the job. (LCCE I.12.52; I.19.85)

.14 The student will role play appropriate interaction with supervisor, co-worker or customer. (LCCE I.12.52; I.19.85)

.15 The student will initiate appropriate interaction with supervisor, co-worker or customer. (LCCE I.12.52; I.19.85)

.16 The student will work cooperatively with others on the job. (LCCE I.12.52; I.19.85)

17 The student will maintain appropriate topic and duration of conversation during work time. (LCCE I.19.85)

.18 The student will accept correction from supervisor. (LCCE I.10.49; I.12.52; I.19.81)

.19 The student will maintain productivity when supervisors or teachers are changed. (LCCE I.12.52; I.19.81; I.19.82)

.20 The student will maintain productivity when setting is changed. (LCCE I.20.91)

.21 The student will demonstrate appropriate interpersonal skills. (Adapt. P/SD-05) (LCCE I.14.61)

.22 The student will maintain appropriate volume, tone, eye contact and distance when speaking.(LCCE I.14.61)

II.4.00 Leisure Skills

.01 The student will demonstrate ability to choose appropriate programs on television. (LCCE I.8.34)

.02 The student will independently use CD, tape or record players. (LCCE I.8.34)

.03 The student will demonstrate ability to play a card game with one or more persons. (LCCE I.8.34)

.04 The student will demonstrate ability to play board game with one or more participants. (LCCE I.8.34)

III. Vocational Academics Reading

III.1.00 Language Arts/Reading Skills

.01 The student will demonstrate skills in listening, attending and responding to oral communication. (Adapt. VA-R/LA-01) (LCCE I.13.56)

.02 The student will demonstrate use of a language system to communicate effectively. (Adapt. VA-R/LA-02) (LCCE I.13.56)

.03 The student will demonstrate comprehension of information given or request clarification. (LCCE I.13.56)

.04 The student will follow several oral directions without requesting clarification. (LCCE I.13.56)

.05 The student will demonstrate use of word recognition skills to decode written symbols, words, phrases, and/or sentences. (Adapt. VA-R/LA-03) (LCCE I.8.33)

.06 The student will demonstrate use of comprehension skills to gain meaning of what from what is read or heard. (Adapt. VA-R/LA-04) (LCCE I.13.56)

.07 The student will follow written directions of ________(number) steps. (LCCE I.8.33; I.11.52)

.08 The student will identify name of local newspaper(s). (LCCE I.8.33)

.09 The student will identify sections of newspaper(s). (LCCE I.8.33)

.10 The student will locate weather and weather forecast in a newspaper. (LCCE I. 8.33)

.11 The student will identify the want ads section of the newspaper. (LCCE I.8.33; I.17.71)

.12 The student will read for specific job types in the want ads. (LCCE 8.33; I.17.71)

.13 The student will locate information in a newspaper on request using index and page numbers. (LCCE I.8.33)

.14 The student will apply survival reading skills to a variety of practical situations. (Adapt. VA-R/LA-05) (LCCE I.8.33)

.15 The student will read ______ (number) survival words. (Brigance Inventory) (LCCE I.8.33)

.16 The student will read/ indicate recognition of ______ (number) common product labels. I.I.5.20)

.17 The student will read ______ (number) of employment signs. (Brigance Inventory) (LCCE I.8.33)

.18 The student will match ______ (number) of employment vocabulary words to definitions.(Brigance Inventory) (LCCE I.8.33)

.19 The student will read ______ (number) of employment abbreviations.(Brigance Inventory) (LCCE I.8.33)

.20 The student will read _______ (number) of safety signs used in the work place. (Brigance Inventory) (LCCE I.19.84)

.21 The student will read general warning labels on supplies which might be used in the work place. (LCCE I.19.84)

.22 The student will match banking and credit vocabulary words to definitions. (Brigance Inventory) (LCCE I.I.1.06)

.23 The student will read and discuss credit agreement. (LCCE I.1.05)

III.2.00 Language Arts/Writing Skills

- **The student The student will apply the conventions of writing to produce effective communication. (Adapt. VA-R/LA-06)**

.01 The student will print labels. (LCCE I.16.68)

.02 The student will state/print first or last name. (LCCE I.16.68)

.03 The student will state/print entire name. (LCCE I.16.68)

.04 The student will state/print entire address. (LCCE I.16.68)

.05 The student will state/print telephone number. (LCCE I.16.68)

.06 The student will state/print date. (LCCE I.16.68)

.07 The student will state/print date and place of birth (city, county, and state). (LCCE I.16.68)

.08 The student will independently sign entire name. (LCCE I.16.68)

.09 The student will complete a basic information sheet containing personal ID information. (Brigance Inventory). (LCCE I.16.68)

.10 The student will apply for a library card. (LCCE I.8.33)

.11 The student will complete form required when opening a savings account. (LCCE I.1.06)

.12 The student will complete deposit and withdrawal slips for a savings account. (LCCE I.1.06)

.13 The student will complete form required for opening a checking account. (LCCE I.1.06)

.14 The student will complete deposit slip for account(s). (LCCE I.1.06)

.15 The student will complete a basic job application (orally or Written). (LCCE I.20.89)

.16 The student will complete a complex job application. (LCCE I.20.89)

.17 The student will complete a W-4. (LCCE I.1.04)

.18 The student will complete 1040 EZ tax form. (LCCE I.1.04)

III.3.00 Math/General

.01 The student will demonstrate concepts and skills related to whole numbers. (Adapt. VA-M-01) (LCCE I.1.01)

.02 The student will display the ability to perform basic operations on numbers (subtraction and addition). (Adapt. VA-R LA-01). (LCCE I.1.01)

.03 The student will demonstrate measurement concepts and skills using customary units. (Adapt. VA-R/LA-03) (LCCE I..1.01)

.04 The student will identify geometric shapes. (Adapt. VA-R/LA-04)

II.4.00 Math/Money

.01 The student will locate/name coins (penny, nickel, dime, quarter, half dollar). (LCCE I.1.01)

.02 The student will identify folding money (one, five, ten, twenty dollar bills). (LCCE I.1.01)

.03 The student will count like coins (ex: dimes with dimes). (LCCE I.1.01)

.04 The student will count unlike coins (ex: dimes with quarters and nickels, etc.). (LCCE I.1.01)

.05 The student will make change for small purchases. (LCCE I.1.01-1.02)

.06 The student will compute purchase price of ______ (number) items. (LCCE I.1.01)

.07 The student will make correct change using the fewest number of bills and/or coins from $______. (LCCE I.1.01)

.08 The student will state price of common articles such as soda, chips, newspaper, bus fare, etc. (LCCE I.1.02)

.09 The student will design a practice budget. (LCCE I.1.02-1.03)

.10 The student will make regular deposits to a savings account. (LCCE I.1.06)

.11 The student will balance a checkbook with a calculator. (LCCE I.1.06)

.12 The student will correctly enter data on a practice checkbook. (LCCE I.1.06)

.13 The student will enter deposits and withdrawals on a check ledger. (LCCE I.1.106)

.14 The student will compare check book to monthly banking statement. (LCC3 I.1.06)

III.5.00 Math/Telling Time

.01 The student will tell time to the hour. (LCCE I.8.34)

.02 The student will tell time to the ______(portion)hour. (LCCE I.8.34)

.03 The student will tell time to the minute. (LCCE I.8.34)

.04 The student will report the current day, month, and year. (LCCE I.8.34)

.05 The student will identify significant events related to days of the week(weekend, weekday, first day back to school, last day of school week, etc.) (LCCE I.8.34)

IV. Work Tasks and Work Samples

IV.1.00 General

- **The student will demonstrate measurable progress toward mastery of Vocational Skills with planning toward future employment at appropriate functioning level. Instructional level.**

.01 The student will demonstrate knowledge of job expectations and responsibilities. (LCCE I.17.70; I.18.77)

.02 The student will define career, job and work. (LCCE I.17.70; I.17.74)

.03 The student will state/print social security number. (LCCE I.18.77)

.04 The student will dress appropriately for a job interview. (LCCE I.20.90)

.05 The student will place signature on paycheck for cashing. (LCCE I.1.03)

.06 The student will independently cash paycheck. (LCCE I.1.03)

.07 The student will use money responsibly (avoids waste, spend within, means, resists loaning or sharing resources.) (LCCE I.1.03)

IV.2.00 Job Skills

.01 The student will discuss the reasons attendance is essential to job performance. (LCCE I.19.82)

.02 The student will maintain consistent attendance to the class or job site. (LCCE I.19.82)

.03 The student will work for immediate reinforcement. (LCCE I.17.70)

.04 The student will work for delayed reinforcement. (LCCE I.17.70)

.05 The student will comply with important work/classroom procedures. (LCCE I.14.60; I.19.81)

.06 The student will dress appropriately for work daily. (LCCE I.14.60; I.18.77)

.07 The student will arrive at job station on time. (LCCE I.14.60; I.19.86)

.08 The student will prepare job station and/or work materials. (LCCE I.14.60; I.19.86)

.09 The student will avoid distraction others while working. (LCCE I.19.85-19.87)

.10 The student will ignore the distractions created by others while working. (LCCE I.19.85-19.86)

.11 The student will maintain consistent work habits. (LCCE I.19.86-19.87)

.12 The student will maintain on-task behavior with minimal prompting for _____ (number) minutes. (LCCE I.19.87)

.13 The student will maintain on-task behavior independently for ______ (number) minutes. (LCCE I.19.87)

.14 The student will maintain on-task behavior for _______ (number) hour(s). (LCCE I.19.87)

.15 The student will accept changes of authority figures (ex: teacher or supervisor). (LCCE I.19.83; I.20.93)

.16 The student will inform supervisor of needs as they arise. (LCCE I.19.83; I.19.86)

.17 The student will request more work materials or informs supervisor of task completion. (LCCE I.19.83; I.19.86)

.18 The student will notice and correct work errors. (LCCE I.19.86; I.20.92)

.19 The student will independently obtain or replenish work materials. (LCCE I.19.86)

.20 The student will maintain organization and order while working. (LCCE I.14.60; I.19.86)

.21 The student will clean work area upon task completion. (LCCE I.14.60; I.19.86)

IV.3.00 Job Safety

.01 The student will identify safety rules and precautions on the job. (LCCE I.19.84)

.02 The student will operate machinery within required specifications while exhibiting knowledge of safety rules. (LCCE I.19.84)

.03 The student will identify procedures to follow for fire or tornado drills in school or on the job. (LCCE I.19.84)

.04 The student will demonstrate knowledge of emergency procedures. (LCCE I.19.84)

.05 The student will demonstrate knowledge of person(s) to contact when assistance is needed. (LCCE I.19.83-19.84)

IV.4.00 Time Management

.01 The student will demonstrate knowledge of time schedule for job station. (LCCE I.19.82)

.02 The student will begin assigned work promptly. (LCCE I.19.82)

.03 The student will follow daily work schedule including arrival, departure, break, and lunch times. (LCCE I.19.82)

.04 The student will demonstrate knowledge of weekly work schedule. (LCCE I.19.82)

.05 The student will identify clock in and clock out procedures. (LCCE I.19.82)

.06 The student will clock in and clock out correctly on the job. (LCCE I.19.82)

.07 The student will plan for personal needs during break, lunch, etc. (LCCE I.19.82)

.08 The student will identify specific time set aside for break. (LCCE I.19.82)

.09 The student will complete tasks prior to break. (LCCE I.18.77)

.10 The student will demonstrate appropriate break time activities. (LCCE I.19.82)

.11 The student will demonstrate appropriate interactions with co-workers during break. (LCCE I.19.85)

.12 The student will recognize end of break and reports to job station on time. (LCCE I.19.82)

Appendix

C

Transitional Adjustment Class

Transitional Adjustment Class Goals

I. Behavioral Goals

I.1.00 Self-Responsibility

- **The student will demonstrate measurable progress toward mastery of self-responsibility.**

.01 The student will evaluate self and accept responsibility for success and failure. (LCCE 12.54)
.02 The student will show awareness of own strength and weakness. (LCCE 12.54)
.03 The student will accurately express his/her strengths. (LCCE 10.43; 12.54)
.04 The student will accurately express his/her weakness. (LCCE 12.54)
.05 The student will accurately acknowledge his/her strengths as stated by others. (LCCE 10.47)
.06 The student will accurately acknowledge his/her weaknesses as stated by others. (LCCE 10.47)
.07 The student will use his/her strengths to appropriately direct his behavior.
.08 The student will recognize the need to compensate for deficiencies.
.09 The student will verbalize problems or situations requiring help.
.10 The student will accurately express knowledge of other unique personal characteristics. (LCCE 12.54)
.11 The student will accept responsibility for his/her own behavior.
.12 The student will show an understanding of the meaning of assuming responsibility for others.
.13 The student will take ownership for his/her behavior.
.14 The student will not shift blame on others.
.15 The student will show initiative in re-mediating problems areas.
.16 The student will accept consequences of behavior. (LCCE 14.61)
.17 The student will understand the influences of different variables on his/her behaviors. (LCCE 14.61)
.18 The student will predict consequences of own behavior. (LCCE 14.61; 15.63)
.19 The student will recognize effects of behavior upon self and others.
.20 The student will accept the consequences of his/her behavior.
.21 The student will organize self for independent work.

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.22 The student will attempt assigned tasks without first seeking help.

.23 The student will work or play alone.

.24 The student will identify appropriate person (s) to help.

.25 The student will appropriately accept separation from others.

.26 The student will resist peer pressure to engage in inappropriate behavior.

.27 The student will take risks or initiate new behavior.

.28 The student will verbalize an understanding that new situations require a personal risk.

.29 The student will identify independent actions that have been sources of self-satisfaction.

I.2.00 Emotional Control Objectives

- **The student will demonstrate measurable progress toward mastery of emotional control.**

.01 The student will demonstrate appropriate reactions to tension, frustration and change.

.02 The student will cope appropriately with frustration.

.03 The student will identify and accept feelings of frustration as normal events.

.04 The student will demonstrate acceptable behavioral alternatives for coping effectively with frustration experiences.

.05 The student will demonstrate ability to delay or reduce own tension when frustrated.

.06 The student will demonstrate capacity to endure or persevere under stress.

.07 The student will attempt to correct the error.

.08 The student will express feelings in a controlled manner.

.09 The student will recognize and attach appropriate words to own feelings and emotions. (LCCE 10.44)

.10 The students will recognize and attach appropriate words to others feelings and emotions. (LCCE 10.44)

.11 The student will demonstrate ability to delay or inhibit impulses toward immediate expressions.

.12 The student will express own ideas and feelings in constructive ways.

.13 The student will react appropriately to positive statements from adults. (LCCE 10.48)

.14 The student will react appropriately to positive statements from peers. (LCCE 10.48)

.15 The student will strive to express disagreements through appropriate verbal action.

.16 The student will react appropriately to constructive criticism. (LCCE 10.48)

.17 The student will accept help or suggestions from adults. (LCCE 10.48)

.18 The student will accept help or suggestions from peers. (LCCE 10.48; 15.63)

.19 The student will demonstrate awareness of consequences of his/her responses to criticism. (LCCE 10.48)

I.3.00 Sense of Self-Worth

- **The student will demonstrate measurable progress toward mastery of sense of self-worth.**

.01 The student will demonstrate presence of self-confidence, personal security, and high self-esteem. (LCCE 10.46)

.02 The student will show pride in accomplishments. (LCCE 10.46)

.03 The student will realistically assess his/her own efforts. (LCCE 10.43)

.04 The student will express positive statements about self. (LCCE 10.46)

.05 The student will be satisfied with own efforts. (LCCE 10.46)

.06 The student will share own effort with others. (LCCE 10.46)

.07 The student will be concerned about quality and accuracy of work.

.08 The student will verbally express knowledge of own unique personal characteristics, including strengths and weaknesses. (LCCE 12.54)

.09 The student will accept the normalcy of own feelings without self-blame or denial.

.10 The student will identify potentially positive elements in an emotionally disappointing event.

.11 The student will accept praise and encouragement. (LCCE 10.48)

.12 The student will accept support from others when attempting a difficult of frustrating task. (LCCE 15.62)

.13 The student will accept praise and encouragement from peers. (LCCE 10.48)

.14 The student will accept praise and encouragement from teachers. (LCCE 10.48)

.15 The student will accept praise and encouragement from parents. (LCCE 10.48)

.16 The student will accept awards and excellence. (LCCE 10.48)

.17 The student will protect own rights in constructive manner.

.18 The student will protect self from psychological or physical harm appropriately. (LCCE 10.42)

.20 The student will express disagreements through appropriate verbal or written action.

.21 The student will be willing to take risks.

.22 The student will initiate communication with others.

.23 The student will ask for teacher assistance. (LCCE 15.62)

.24 The student will maintain eye contact.

.25 The student will express interest in new tasks.

.26 The student will offer assistance to adults and peers.

.27 The student will share own efforts with others.

.28 The student will argue and say no.

.29 The student will seek to bring about change through socially acceptable methods.

.30 The student will relate to peers without adult presence.

.31 The student will share with peers in individual situations.

.32 The student will share with peers in group.

.33 The student will show increase ego strength. (LCCE 10.46)

.34 The student will express and deal with unconscious needs, drives and feelings.

.35 The student will develop appropriate ways to gratify needs.

.36 The student will develop strengthened ego defenses. (LCCE 10.46)

.37 The student will show an enhances sense of personal identity and worth. (LCCE 10.46)

.38 The student will work thorough distortions in self concept and body image. (LCCE 10.45)

.39 The student will develop a vocational interests to facilitate ego support.

I.4.00 Task Orientation Objectives

- **The student will demonstrate measurable progress toward mastery of task orientation.**

.01 The student will demonstrate persistence with task through mastery. (LCCE 19.86)

.02 The student will work with conventional classroom teacher supervision.

.03 The student will begin assignments with conventional supervision.

.04 The student will remain on task without being distracted by environmental.

.05 The student will remain on task without incentives.

.06 The student will remain on task without asking unnecessary questions/making comments.

.07 The student will remain on task when working independently.

.08 The student will remain on task when working in small groups.

.09 The student will remain on task when working in large groups.

.10 The student will complete homework as assigned.

.11 The student will work in an organized manner.

.12 The student will prepare ahead.

.13 The student will organize space to begin work. (LCCE 14.60)

.14 The student will organize locker, desk, etc., for storage of materials. (LCCE 14.60)

.15 The student will demonstrate ability to set priorities for multiple task completion.

.16 The student will organize task into realistic components.

.17 The student will recognize the sequential ordering necessary in completing a task.

.18 The student will accurately estimate time requirements of a given task.

.19 The student will demonstrate ability to develop a time line for completing of parts of a task.

.20 The student will work carefully. (LCCE 19.86)

.21 The student will maintain spatial orientation on paper.

.22 The student will locate and obtain appropriate library materials.

.23 The student will identify and use appropriate materials at home.

.24 The student will identify expected results of a task.

.25 The student will organized and maintain a notebook with class work and/or written assignments.

.26 The student will demonstrate ability to find specific items in assigned storage areas.

.27 The student will identify confusing aspects of a task and seek needed clarification.

.28 The student will demonstrate ability to move on to other aspects of a task and later return to the problem area, when confronted with marked difficulty.

.29 The student will complete task in a appropriate amount of time.

.30 The student will start on time.

.31 The student will use time effectively.

.32 The student will persevere. (LCCE 19.86)

.33 The student will complete assignments. (LCCE 19.86)

.34 The student will complete tasks with acceptable quality. (LCCE 19.86)

.35 The student will complete tasks carefully. (LCCE 19.86)

I.5.00 Classroom Conformity Objectives

- **The student will demonstrate measurable progress toward mastery of task orientation.**

.01 The student will demonstrate acceptance of routines and procedures.

.02 The student will bring required materials to class.

.03 The student will bring appropriate materials to class (pens, pencils, paper, notebook).

.04 The student will bring appropriate auxiliary materials to class.

.05 The student will bring classroom assignments to class.

.06 The student will follow teacher directions. (LCCE 19.81)

.07 The student will attend to/comply with written directions. (LCCE 19.81)

.08 The student will attend to/comply with verbal directions. (LCCE 19.81)

.09 The student will not disrupt class activities.

.10 The student will enter classroom appropriately.

.11 The student will follow routines and procedures. (LCCE 19.81)

.12 The student will accept classroom activities.

.13 The student will wait for teacher without disruption.

.14 The student will work with peers without interruption.

.15 The student will listen without interruption.

.16 The student will raise hand to attract teacher attention.

.17 The student will move appropriately when activity changes to outside classroom activity.

.18 The student will accept help or suggestions form adults.

.19 The student will express interest in learning or performing new tasks.

.20 The student will offer assistance or help to adults.

.21 The student will attend school _______% of the time with constructive participation.

.22 The student will follow established classroom routines.

.23 The student will meet bus on time.

.24 The student will attend school.

.25 The student will attend class.

.26 The student will arrive in class on time.

.27 The student will follow safety procedures. (LCCE 3.16)

.28 The student will carry out agreed upon behavior or academic contracts.

.29 The student will turn in class work.

.30 The student will turn in homework.

.31 The student will adapt to changes in familiar routines.

.32 The student will leave class when dismissed.

.33 The student will follow class procedures in activities outside the school environment.

.34 The student will participate in field trips appropriately.

.35 The student will follow agreed upon schedule.

I.6.00 Problem Solving Objectives

- **The student will demonstrate measurable progress toward mastery of problem solving goals.**

.01 The student will actively engage in efforts to cope with and solve problems.

.02 The student will accurately describe own problem situation.

.03 The student will accurately describe problem situation without misrepresentation or distortion.

.04 The student will acknowledge his/her misbehavior.

.05 The student will distinguish real from imagined situations.

.06 The student will recognize and attach appropriate words to own and others feelings and emotions.

.07 The student will describe appropriate behavior alternatives.

.08 The student will participate in strategy building.

.09 The student will identify alternative strategies for accomplishing goals.

.10 The student will evaluate choices of action in terms of their probable out comes.

.11 The student will tell what is acceptable and unacceptable language in the school environment.

.12 The student will tell what kinds of behavior are acceptable or unacceptable in the school environment.

.13 The student will seek to bring about change through socially acceptable methods.

.14 The student will identify areas of strength to support alternative strategies for accomplishing goals.

.15 The student will choose appropriate behavior alternatives.

.16 The student will use established standards for making judgments about the acceptability of own and other's behavior.

.17 The student will apply information gained in previous situations to solve a related new problem.

.18 The student will state his/her preference.

.19 The student will negotiate with authority for permission to use alternative methods.

.20 The student will follow through on accepted strategies.

.21 The student will strive to carry out agreed upon behavior contracts and experiences.

.22 The student will demonstrate constructive problem solving skills with others.

.23 The student will demonstrate understanding of another person's communications.

.24 The student will show empathy for another person's feeling.

.25 The student will express own ideas and feelings in constructive (rather than destructive) ways, e.g., with "I messages" vs. "You-blaming messages.

.26 The student will negotiate own needs and wants to meet needs and want of others.

I.7.00 Acceptance of Authority Objectives

- **The student will demonstrate measurable progress toward mastery of acceptance of authority.**

.01 The student will demonstrate presence of trust and amity in attitudes toward those representing authority.

.02 The student will accept direction from staff.

.03 The student will follow directions without disruption.

.04 The student will follow directions without repetition.

.05 The student will follow directions in a reasonable amount of time.

.06 The student will follow directions in a stated period of time.

.07 The student will adhere to previously stated directions.

.08 The student will comply with two or more part directions.

.09 The student will not verbally abuse the staff. (LCCE 12.51)

.10 The student will allude to staff using appropriate language. (LCCE 12.51)

.11 The student will not encourage verbal/physical abuse of staff. (LCCE 12.51)

.12 The student will use appropriate language when addressing staff. (LCCE 12.52)

.13 The student will not encourage physical abuse of staff. (LCCE 12.51)

.14 The student will not physically abuse staff. (LCCE 12.51)

.15 The student will comply with school rules and regulations.

.16 The student will demonstrate knowledge of school policies and procedures.

.17 The student will comply with school policies and procedures. (LCCE 7.31)

I.8.00 Respect for Others Objectives

- **The student will demonstrate measurable progress toward mastery of respect for others.**

.01 The student will demonstrate acceptance of desirable social standards including rights and property of others. (LCCE 12.51)

.02 The student will not abuse or encourage the abuse of others. (LCCE 12.51)

.03 The student will not ridicule staff and students. (LCCE 12.51)

.04 The student will not put staff and students in a position where they can be easily hurt by verbal or physical abuse. (LCCE 12.51)

.05 The student will refrain from verbal threats. (LCCE 12.51)

.06 The student will show regard for the needs and feelings of others. (LCCE 12.51)

.07 The student will respect the rights of others to learn. (LCCE 12.51)

.08 The student will demonstrate understanding of another person's feelings and needs. (LCCE 12.51)

.09 The student will not meddle or manipulate other's feelings. (LCCE 12.51)

.10 The student will help others who are having difficulty. (LCCE 12.51)

.11 The student will protect others from psychological or physical harm. (LCCE 12.51)

.12 The student will act constructively in group settings. (LCCE 12.51)

.13 The student will not encourage others in the use of alcohol or drugs. (LCCE 12.51)

.14 The student will not abuse school property. (LCCE 12.51)

.15 The student will obtain permission before borrowing property.

.16 The student will treat property in a non-destructive manner. (LCCE 12.51)

.17 The student will follow school, classroom and safety procedures when using property. (LCCE 12.51)

I. 9.00 Social Skills Objectives

- **The student will demonstrate measurable progress toward master of social skills.**

.01 The student will demonstrate acceptance of group standards and ability to work effectively with peers.

.02 The student will be accepted by peers.

.03 The student will have positive relations with peers.

.04 The student will make friends. (LCCE 12.58)

.05 The student will gain respect of others. (LCCE 12.58)

.06 The student will show poise in dealing with peers. (LCCE 12.58)

.07 The student will socialize at an age appropriate to chronological level. (LCCE 12.58)

.08 The student will demonstrate appropriate behaviors when approaching others. (LCCE 12.58)

.09 The student will make appropriate responses to others. (LCCE 12.58)

.10 The student will demonstrate self-confidence when dealing with others. (LCCE 12.58)

.11 The student will be non-fearful of peers. (LCCE 12.58)

.12 The student will not be overly solicitous. (LCCE 12.58)

.13 The student will allow poise in conflict situations. (LCCE 12.58)

.14 The student will identify and express positive feeling toward others. (LCCE 12.58)

.15 The student will accept others' weaknesses or differences without blame or teasing. (LCCE 12.58)

.16 The student will work cooperatively with peers. (LCCE 12.58)

.17 The student will listen to others without interrupting. (LCCE 12.56; 12.58)

.18 The student will work with others toward a common goal. (LCCE 12.58)

.19 The student will make constructive statements about others. (LCCE 12.58)

.20 The student will share materials with others. (LCCE 12.58)

.21 The student will accept difference in opinion and/or feelings of others. (LCCE 12.58)

.22 The student will offer help or assistance to others when appropriate. (LCCE 12.58)

.23 The student will not seek excessive peer attention. (LCCE 12.58)

.24 The student will exhibit behaviors which are not attention getting. (LCCE 12.58)

.25 The student will make an appropriate number of comments. (LCCE 12.58)

.26 The student will accept normal peer attention. (LCCE 12.58)

.27 The student will dress in a way that doesn't elicit excessive attention. (LCCE 3.14; 6.26; 6.27; 6.28)

Appendix

D

Total Communication

TOTAL COMMUNICATIONS GOALS AND OBJECTIVES

Secondary Level

I. GOAL AREA: Functional Independence

I.1.00 ANNUAL GOAL: The student will be able to improve independence through the use of a visual daily schedule.

OBJECTIVES:

- **The student will be able to:**

.01 Go to a transition area by using a transition card with assistance. (LCCE II.14.60)
.02 Go to a transition area by using a transition card independently (LCCE II.14.60)
.03 Locate his/her daily schedule. (LCCE II.14.60)
.04 Transition when given transition object or picture with assistance. (LCCE II.14.60)
.05 Transition when given transition object or picture independently. (LCCE II.14.60)
.06 Carry transition picture or object from the daily schedule to the designated area. (LCCE II.14.60)
.07 Turn the transition card over and follow the activity. (LCCE II.14.60)
.08 Check or cross out activities on a written schedule. (LCCE II.14.60)
.09 Identify what comes next on a daily schedule after completing an activity. (LCCE II.14.60)
.10 Follow a daily schedule consisting of 1-2 transitions. (LCCE II.14.60)
.11 Follow a daily schedule consisting of 3-4 transitions. (LCCE II.14.60)
.12 Follow a daily schedule consisting of a full days' transitions. (LCCE II.14.60)

I.200 ANNUAL GOAL: The student will be able to increase independence by using a visual work system.

OBJECTIVES:

- **The student will be able to:**

.01 Follow a visual work system with assistance. (LCCE II.14.60)
.02 Follow a visual work system independently. (LCCE II.14.60)

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.03 Follow a "left to right" work progression. (LCCE II.14.60)

.04 Put finished tasks in the designated area with assistance. (LCCE II.14.60)

.05 Put finished tasks in the designated area independently. (LCCE II.14.60)

.06 Follow a colored coded work system by matching colored cards to the designated task with assistance. (LCCE II.14.60)

.07 Follow a colored coded work system by matching colored cards to the designated task independently. (LCCE II.14.60)

.08 Follow a number coded work system by matching numbered cards to the designated task with assistance. (LCCE II.14.60)

.09 Follow a number coded work system by matching numbered cards to the designated task independently. (LCCE II.14.60)

.10 Follow a shape coded work system by matching shape coded cards to the designated task with assistance. (LCCE II.14.60)

.11 Follow a shape coded work system by matching shape coded cards to the designated task independently. (LCCE II.14.60)

I.3.00 ANNUAL GOAL: The student will be able to increase independence in vocational tasks.

OBJECTIVES:

- **The student will be able to:**

.01 Match by color. (LCCE III.21.97)

.02 Match by size. (LCCE III.21.97)

.03 Match by shape. (LCCE III.21.97)

.04 Sort by color. (LCCE III.22.98.4)

.05 Sort by size. (LCCE III.22.98.4)

.06 Sort by shape. (LCCE III.22.98.4)

.07 Sort alphabetically. (LCCE III.21.97, III.22.98.4)

.08 Sort numerically. (LCCE III.21.97, III.22.98.4)

.09 Collate 2-3 items. (LCCE III.22.98.01)

.10 Collate 4-6 items. (LCCE III.22.98.01)

.11 Collate more than 6 items. (LCCE III.22.98.01)

.12 Package 1-3 items. (LCCE III.22.98.02, III.22.98.03)

.13 Package 4-6 items. (LCCE III.22.98.02, III.22.98.03)

.14 Assemble 1-3 items. (LCCE III.22.98.01)

.15 Assemble 4-6 items. (LCCE III.22.98.01)

.16 Assemble more than 6 items. (LCCE III.22.98.01)

.17 Keep work area clean and orderly.

.18 Perform routine designated chores in the classroom and/or work setting.

.19 Differentiate work from other activities.

.20 Demonstrate a preference for performing some work activities to others. (LCCE II.10.43)

.21 Share work space with other students/workers. (LCCE III.19.85)

.22 Maintain the ability to work regardless of other worker's behavior. (LCCE II.14.61)

.23 Participate in basic assembly line tasks.

.24 Cooperatively with others.

.25 Attempt to imitate task following visual or tactual demonstration. (LCCE III.19.85)

.26 Perform required activities/tasks. (LCCE III.19.81)

.27 Locate needed supplies and materials in the work area.

.28 Relocate assigned work station.

.29 Remove around the work setting.

.30 Remember how to perform previously learned tasks after two week separation.

.31 Transfer learned skills to a new task which is similar.

.32 Transfer learned skill to new environment.

.33 Transfer learned skill to performance under different supervisors. (LCCE III.19.83)

.34 Follow simple verbal/signed instructions. (LCCE II.16.68)

.35 Follow simple picture instructions. (LCCE II.16.68)

.36 Follow simple written instructions. (LCCE II.16.68)

.37 Follow three step written instructions. (LCCE II.16.69)

.38 Fill out job applications. (LCCE III.20.89)

.39 Attend to task for 1-3 minutes. (LCCE III.19.87)

.40 Attend to task for 30 minutes. (LCCE III.19.87)

.41 Attend to tasks for one hour. (LCCE III.19.87)

.42 Attend to task for 2 hours. (LCCE III.19.87)

.43 Comply with important work procedures. (LCCE III.19.81-19.84)

.44 Stay in assigned area of work setting.

.45 Comply with corrective intervention (redirection).

.46 Notice and correct own errors.

.47 Report in and out on a time clock. (LCCE III.19.82)

.48 Arrive at work at the appropriate time. (LCCE III.19.82)

.49 Begin work promptly. (LCCE III.19.82)

.50 Take designated breaks. (LCCE III.19.81)

.51 Return to work promptly after breaks. (LCCE III.19.81)

.52 Seek assistance and guidance as needed.

.53 Maintain consistent work habits. (LCCE III.19.81)

.54 Complete tasks within a specified time (meet guidelines). (LCCE III.19.87)

1.4.00 ANNUAL GOAL: The student will increase independence by following rules and guidelines of safety.

OBJECTIVES:

- **The student will be able to:**

.01 Keep hands and objects out of his/her mouth.

.02 Remain seated upon request. (LCCE II.13.56)

.03 Stop an activity when told "no". (LCCE II.13.56)

.04 follow the routine of a inclement weather drill. (LCCE II.13.56)

.05 Follow the routine of a fire drill. (LCCE II.13.56)

.06 State full name, address, and telephone number when requested. (LCCE I.3.16)

.07 Show card with name when requested. (LCCE I.3.16)

.08 Locate name, address, and telephone number on a communication system when requested. (LCCE I.3.16)

.09 Handle sharp objects in a safe manner. (LCCE I.2.08)

.10 Recognize and exercise caution with poisonous labeled products. (LCCE I.2.10)

.11 Follow safety precautions in the classroom. (LCCE I.3.16)

.12 Recognize and follow safety signs and symbols in the school setting. (LCCE I.3.16)

.13 Follow safety signs and symbols while in the community. (LCCE I.3.16)

.14 Follow safety rules while riding in motor vehicles. (LCCE I.3.16)

.15 Demonstrate knowledge of dealing with strangers. (LCCE I.3.16)

.16 Demonstrate knowledge of dealing with strange animals. (LCCE I.3.16)

I.5.00 ANNUAL GOAL: The student will be able to increase independent living skills.

OBJECTIVES:

- **The student will be able to:**

.01 Demonstrate the ability to use a vacuum cleaner. (LCCE I.2.08)

.02 Demonstrate the ability to dust furniture. (LCCE I.2.07)

.03 Demonstrate the ability to clean table before and after meals. (LCCE I.2.07)

.04 Demonstrate the ability to sweep the floor with broom. (LCCE I.2.08)

.05 Demonstrate the ability to use a dust pan by sweeping particles into it. (LCCE I.2.08)

.06 Demonstrate the ability to dispose of trash appropriately. (LCCE I.2.08)

.07 Demonstrate the ability to use a floor mop. (LCCE I.2.08)

.08 Demonstrate the ability to clean mirrors. (LCCE I.2.08)

.09 Demonstrate the ability to wash dishes. (LCCE I.2.08)

.10 Demonstrate the ability to dry dishes. (LCCE I.2.08)

.11 Demonstrate the ability to put clean dishes away in the appropriate place. (LCCE I.2.08)

.12 Demonstrate the ability to clean sink. (LCCE I.2.08)

.13 Demonstrate the ability to check all areas and assure they are clean. (LCCE I.2.08)

.14 Demonstrate the ability to use small kitchen appliances such as hand mixer, can opener, and microwave. (LCCE I.2.08)

.15 Demonstrate the ability to use large kitchen appliances such as stove and oven . (LCCE I.2.08)

.16 Demonstrate the ability to use washing machine and dryer. (LCCE I.2.08)

.17 Demonstrate the ability to turn electronics(radio, TV, and stereo) on and off. (LCCE I.2.08)

.18 Demonstrate the ability to change sheets on a bed. (LCCE I.2.07)

.19 Demonstrate the ability to fold clean clothing. (LCCE I.6..26)

.20 Demonstrate the ability to put folded clothing in the appropriate drawers. (LCCE I.6.28)

.21 Demonstrate the ability to hang clothing on clothes hangers (LCCE I.6.28).

.22 Demonstrate the ability to discriminate between dirty and clean clothing. (LCCE I.6.27)

.23 Demonstrate the ability to put dirty clothing in a clothes hamper. (LCCE I.6.28)

.24 Demonstrate the ability to use an iron. (LCCE I.2.08)

.25 Demonstrate the ability to prepare simple snacks by locating necessary ingredients. (LCCE I.5.23)

.26 Demonstrate the ability to prepare simple meals by locating necessary food items. (LCCE I.5.23)

.27 Demonstrate the ability to manage money.

.28 Remember special events, holidays, and birthdays with out assistance.

.29 Dress appropriately according to the weather. (LCCE I.3.14)

.30 Use public transportation with assistance. (LCCE I.9.39)

.31 Use public transportation independently. (LCCE I.9.39)

.33 Write a check. (LCCE I.1.03)

.34 Cash a check. (LCCE I.1.06)

.35 Balance a check book. (LCCE I.1.03)

.36 Keep a daily / monthly / yearly planner for appointment , work, and events.

I.6.00 ANNUAL GOAL; The student will be able to increase independence through personal self-care.

OBJECTIVES:

- **The student will be able to:**

.01 Demonstrate good personal hygiene by bathing on a daily bases. (LCCE I.3.13)

.02 Demonstrate good personal hygiene by brushing teeth. (LCCE I.3.13)

.03 Demonstrate good personal hygiene by wearing clean clothing to school or work. (LCCE I.3.13)

.04 Demonstrate good personal hygiene by combing and brushing his/her hair. (LCCE I.3.13)

.05 Demonstrate good personal hygiene by washing hands after toileting. (LCCE I.3.13)

.06 Demonstrate good personal hygiene by washing hands before and after meals. (LCCE I.3.13)

.07 Demonstrate good personal hygiene by not eating or drinking after someone else. (LCCE I.3.13)

.08 Demonstrate good personal hygiene by covering mouth and nose before sneezing. (LCCE I.3.13)

.09 Indicate need for rest room either verbally or with a communication card. (LCCE I.3.13)

.10 Indicate a need to change soiled clothing with a communication card or verbally. (LCCE I.3.13)

.11 Demonstrate the ability to choose correct restore while at school and in the community. (LCCE I.3.13)

.12 Use toilet paper for its intended purpose and dispose of paper appropriately. (LCCE I.3.13)

.13 Adjust clothing after toileting and before leaving the rest room. (LCCE I.3.13)

.14 Wash and dry hands after toileting. (LCCE I.3.13)

.15 Turn water to appropriate temperature by recognizing hot and cold faucets. (LCCE I.3.16)

.16 Dress with assistance. (LCCE I.3.14)

.17 Dress independently.

.18 Dress and undress in sequential order.

.19 Put clothes on straight and neatly.

.20 Wear the appropriate clothing for the current weather conditions.

.21 Will be responsible for coats and jackets while at school and work.

.22 Will put coats, jackets and rain coats in the assigned area while at school and work.

.23 Stand in a cafeteria line appropriately.

.24 Take appropriate food for lunch and breakfast from the cafeteria line. (LCCE II.12.53)

.25 Pay for his/her food either with a lunch card or money. (LCCE II.12.53)

.26 Carry his/her own tray with some assistance. (LCCE II.12.53)

.27 Carry his/her own tray without assistance. (LCCE II.12.53)

.28 Put tray in the assigned area when finished eating. (LCCE II.12.53)

.29 Dispose of food in the appropriate containers when finished eating. (LCCE II.12.53)

.30 Put eating utensils the assigned area when finished eating. (LCCE II.12.53)

.31 Use a fork appropriately. (LCCE I.5.24)

.32 Use a spoon appropriate|iratcly. (LCCE I.5.24)

.33 Use a knife appropriately. (LCCE I.5.24)

.34 Chew with his/her mouth closed. (LCCE I.5.24)

.35 Refrain from talking with food in his/her mouth. (LCCE I.5.24)

.36 Eat at an acceptable pace(not too slowly or to fast. (LCCE I.5.24)

.37 Maintain appropriate behavior while in the cafeteria. (LCCE I.5.24)

.38 Locate and set at the assigned table in the cafeteria. (LCCE I.5.24)

.39 Use napkin appropriately. (LCCE I.5.24)

II. GOAL AREA: FUNCTIONAL ACADEMICS

ANNUAL GOAL: The student will be able to increase functional academics.

OBJECTIVES:

- **The student will be able to:**

.01 Write name with assistance

.02 Write name independently.

.03 Write phone number independently.

.04 Write address independently.

.05 Give personal data by showing ID card.

.06 Demonstrate knowledge of time by telling current month, day, and year.

.07 Count with meaning. (LCCE III.98.02)

.08 Demonstrate the ability to count___objects when performing work tasks. (LCCE III.22.98.02)

.09 Demonstrate knowledge of one-one correspondence. (LCCE III.22.98.02)

.10 Demonstrate knowledge of various coins(penny, nickel, dime, and quarter). (LCCE I.1.01)

.11 Make change up to________. (LCCE I.1.01)

.12 Independently use the correct change in a vending machine. (LCCE I.1.02)

.13 With assistance use correct coins in a vending machine. (LCCE I.1.02)

.14 Demonstrate knowledge of pedestrian safety signs. (LCCE I.9.38)

.15 Demonstrate knowledge of traffic signs and symbols. (LCCE I.9.38)

.16 Demonstrate knowledge of functional vocabulary words. (LCCE I..3.16)

.17 Use a calculator to add or subtract personal finances. (LCCE I.1.03)

.18 Use a calculator to multiply. (LCCE I.1.03)

.19 Use a calculator to divide. (LCCE I.1.03)

.20 Use a calculator to plan a shopping list. (LCCE I.1.03)

.21 Use a computer with adaptive equipment.

.22 Use a computer with a touch window.

.23 Use a computer independently.

.24 Use computer software to enhance functional academic skills.

.25 Tell time on the hour.

.26 Tell time to the nearest half-hour.

.27 Tell time to the nearest quarter hour.

.28 Tell time to the nearest minute.

.29 Demonstrate knowledge of measurement as they pertain to cooking.

.30 Demonstrate knowledge of measurements as they pertain to using a ruler.

.31 Demonstrate the ability to write both first and last name in cursive.

.32 identify legal documents that require his/her signature.

.33 Read a sentence.

.34 Read a paragraph.

.35 Comprehend reading material.

.36 Sequence an event or an activity.

.37 Make a shopping list.

.38 Demonstrate knowledge of coupons for various activities such as; meal planning, shopping, sorting, and matching.

III GOAL AREA: COMMUNICATION

1.1.00 ANNUAL GOAL: The student will be able improve receptive language.

OBJECTIVES:

- **The student will be able to:**

.01 Respond to his/her name. (LCCE II.13.56)

.02 Give attention to others during verbal interaction. (LCCE II.13.56)

.03 Respond appropriately to verbal prompts. (LCCE II.13.56)

.04 Respond appropriately to gestures. (LCCE II.13.56)

.05 Locate familiar objects and people when they are named or requested. (LCCE II.13.56)

.06 Follow one step directions. (LCCE II.13.56)

.07 Follow __step directions. (LCCE II.13.56)

.08 Point to familiar objects upon request. (LCCE II.13.56)

.09 Point to pictures when they are named. (LCCE II.13.56)

.10 Follow picture directions. (LCCE II.13.56)

.11 Follow directions while in a group setting. (LCCE II.13.56)

.12 Listen to a story. (LCCE II.13.56)

.13 Follow written instructions. (LCCE II.13.56)

I.2.00 ANNUAL GOAL: The student will be able to improve expressive language.

OBJECTIVES:

- **The student will be able to:**

.01 Imitate a variety of actions, gestures, and sounds. (LCCE II.16.68)

.02 Imitate an appropriate greeting by using words or gestures. (LCCE II.16.68)

.03 Respond appropriately to questions using yes and no. (LCCE II.16.68)

.04 Attend to persons when talking or listening. (LCCE II.16.18)

.05 Express willingness to comply with directive/act on request. (LCCE II.16.18)

.06 Express approval, dislike, and uncertainty. (LCCE II.16.18)

.07 Express basic social courtesies(greet others and respond to other's greetings). (LCCE II.16.18)

.08 Use reciprocal conversation for ___interactions with peers and adults. (LCCE II.12.53)

.09 Express self in writing. (LCCE II.16.68)

.10 Maintain topic of conversation. (LCCE II.16.68)

.11 Relay simple messages. (LCCE II.16.68)

.12 Tell a story in sequential order. (LCCE II.16.68)

.13 Tell details of a story. (LCCE II.16.68)

.14 Tell past experiences. (LCCE II.16.68)

.15 Use pronouns appropriately. (LCCE II.16.68)

.16 State name, address, and telephone number upon request. (LCCE II.16.68)

I.3.00 ANNUAL GOAL: The student will increase independence by using a communication system.

OBJECTIVES:

- **The student will be able to:**

.01 Use a situation communication system for personal identification. (LCCE II.16.68)

.02 Use a situational communication system to tell past events. (LCCE II.16.68)

.03 Use a situational communication system to ask questions. (LCCE II.16.68)

.04 Use a situational communication system in the community. (LCCE II.16.68)

.05 Use a communication system consisting of objects. (LCCE II.16.68)

.06 Use a communication system consisting of pictures. (LCCE II.16.68)

.07 Use a communication system consisting of words, pictures, and objects. (LCCE II.16.68)

.08 Use a communication system to express basic wants and needs. (LCCE II.16.68)

.09 To express emotions. (LCCE II.16.68)

.10 To interact with peers and adults. (LCCE II.16.68)

IV GOAL AREA: SOCIALIZATION

I.1.00 ANNUAL GOAL: The student will improve social skills with peers and adults.

OBJECTIVES:

- **The student will be able to:**

.01 The student will attend to or indicate awareness of peers and adults. (LCCE II.13.58)

.02 The student will demonstrate awareness of both the positive and negative affects in others. (LCCE II.12.54)

.03 The student will express anger in a socially acceptable manner.

.04 The student will respond in a socially acceptable manner when approached by others (not aggressive, withdrawn, or overly friendly).

.05 The student will maintain appropriate social distance from others

.06 (does not position self so far away that conversation is difficult or so close that others feel uncomfortable) The student will tolerate parallel activities.

.07 The student will participate in group activities.

.08 The student will participate in a group setting for __minutes with assistance.

.09 The student will participate in a group setting for __minutes without assistance.

.10 The student will participate in a group setting for __minutes with assistance.

.11 The student will remain in a group setting for the duration of an activity.

.12 The student will maintain appropriate behavior while in a group activity.

.13 The student will volunteer for a turn while in a group activity.

.14 The student will participate in activities requiring taking turns, sharing, and waiting. (LCCE II.12.55)

.15 The student will assist other students when ask. (LCCE II.11.48)

.16 The student will exhibit pride in accomplishments (smile when working and show finished product to others).

.17 The student will follow the basic rules of an activity.

.18 The student will select a partner from group of peers.

.19 The student will assume a follower role in activity in relationship to a peer taking a leadership role. (LCCE II.12.55)

.20 The student will assume a leadership role in relationship to a peer taking a follower role. (LCCE II.12.55)

.21 The student will demonstrate consideration of others' feeling. (LCCE II.12.55)

.22 The student will demonstrate awareness of others' desires and needs.. (LCCE II.13.58)

.23 the student will increase his/her own efforts in relationship to the competition of others. (LCCE II.11.50)

.24 The student will seek assistance form peers.

.25 The student will seek praise from peers. (LCCE II.11.48)

.26 The student will compete to win. (LCCE II.11.48)

.27 The student will lose gracefully. (LCCE II.11.48)

.28 The student will assist other in conforming to group activities. (LCCE II.12.55)

.29 The student will suggest appropriate activities to a group.

.30 The student will compromise when own desires are different from the group. (LCCE II.13.58)

.31 The student will collectively decide on rules with other students. (LCCE II..13.58)

.32 The student will respect other's right to solitary. (LCCE II.13.58)

.33 The student will adapt to changes in the routine and environment.

.34 The student will adjust to strangers in the school and work environment.

.35 The student will initiate interaction with others using a communication system.

.36 The student will read for entertainment. (LCCE I.8.34)

.37 The student will differentiate between leisure and work time. (LCCE I.8.34)

.38 The student will organize use of leisure time in a constructive manner. (LCCE I.8.34)

.39 The student will change leisure time activities independently. (LCCE I.8.34)

.40 The student will operate electronic entertainment equipment (T.V., radio, tape player, and computer). (LCCE I.8.34)

V. GOAL AREA: BEHAVIOR

I.1.00 ANNUAL GOAL: The student will be able to increase Independence by improving behavior.

OBJECTIVES:

- **The student will be able to:**

.01 Use classroom structure to modulate behavior.

.02 Express affection appropriately.

.03 Express emotions in socially acceptable manner. (LCCE II.12.53)

.04 Demonstrate flexibility when adjusting to schedule changes.

.05 Ask permission to use another person's property. (LCCE II.12.51)

.06 Return borrowed property to the owner. (LCCE II.12.51)

.07 Follow visual and verbal directions.

Appendix

E

Deaf Education

Deaf Education Goals

I. Daily Living Skill

1.00. Deaf Education

.01 The students will demonstrate proper techniques for washing hands, face, and body. (LCCE I.3.13)

.02 The student will identify reasons for using deodorant. (LCCE I.3.13)

.03 The student will demonstrate proper use of deodorant. (LCCE I.3.13)

.04 The student will discuss possible value of shaving vs. growing a beard. (LCCE I.3.13)

.05 The student will demonstrate proper shaving techniques (safety razor, electric razor.) (LCCE I.3.13)

.06 The student will demonstrate the proper application of aftershave. (LCCE I.3.13)

.07 The student will exhibit proper combing and brushing techniques for hair. (LCCE I.3.13)

.08 The student will discuss the importance of hair care. (LCCE I.3.13)

.09 The student will demonstrate proper hair washing techniques. (LCCE I.3.13)

.10 The student will demonstrate proper use of hair dryer. (LCC3 I.3.13)

.11 The student will demonstrate save and appropriate use of a curling iron and hot rollers. (LCCE I.3.13)

.12 The student will maintain a clean and neat appearance. (LCCE I.3.13, I.3.14)

.13 The student will be able to demonstrate ability to care for personal needs. (LCCE I.3.13)

.14 The student will demonstrate proper dressing skills. (LCCE I.3.13)

.15 The student will maintain a clean and neat appearance. (LCCE I.3.13)

.16 The student will appropriate clothing for a weather and occasions. (LCCE I.4.17)

I.2.00 Health Care

.01 The student will demonstrate care of small cuts. (LCCE I.3.16)

.02 The student will demonstrate technique to use in case of a nose bleed. (LCCE I.3.16)

.03 The student will identify reasons to follow directions on products and or medicines. (LCCE I.4.17)

Note: From Special Education curriculum developed by the Dallas Independent School District Special Education Department. No publication or copyright date.

.04 The student will purchase non-procedure of making a doctors appointment. (LCCE I.3.16, I.4.14)

.05 The student will demonstrate knowledge to proper use of non-prescription medications. (LCCE I.3.16)

.06 The student will demonstrate the procedure of making a doctors appointment. (LCCE I.3.16)

.07 The student will demonstrate where to purchase prescription medications. (LCCE I.3.16)

.08 The student will self-administer prescription medications. (LCCE I.3.16)

.09 The student will identify when to call for emergency assistance. (LCCE I.3.16, LCCE I.6.67))

.10 The student will state reasons why a yearly medical check-u[is important. (LCCE I.3.16)

.11 The student will identify reasons for knowing first aid. (LCCE I.3.16, I.4.17)

.12 The student will demonstrate proper choices in nutrition to maintain good health. (LCCE 3.14, I.5.24)

.13 The student will demonstrate health prevention (washing hands, general cleanness) (LCCE I.3.15)

I.3.00 Shopping and Money Management

.01 The student will read price signs. (LCCE. I.1.02)

.02 The student will purchase minor personal articles.(LCCE I.1.02)

.03 The student will purchase specific items on request. (LCCE I.1.02)

.04 The student will be able to demonstrate accurate money skills. (LCCE I.1.01

.05 The student will be able to you basic banking skills. (LCCE I.1.06)

.06 The student will be able to keep records on money placed in a savings. (LCCE I.1.03, I.1.06)

.07 The student will be able to use agency to obtain SSI information.

.08 The student will be able to access the proper agencies to file income tax information. (LCCE I.1.03-1.04)

.09 The student will be able to understand the payment received for working and the deduction on the check. (LCCE I.1.03)

1.4.00 Personal Social Skills

.01 The student will demonstrate how to respond to an emergency. (LCCE I.3.16, LCCE II.16.67)

.02 The student will demonstrate how to obtain help from emergency agencies. (LCCE I.4.18-4.19, LCCE II.16.67)

.03 The student will be able to adjust to simple problems that arise when dealing with others. (LCCE I.4.18-4.19, LCCE II.14.61, LCCE II.16.68-16.69)

.04 The student will be express why he/she is angry or happy. (LCCE I.4.18-4.19)

.05 The student will be able to express his/her choice of activities. (LCCE I.4.18-4.19, LCCE I.8.34)

.06 The student will be able to exhibit acceptable behavior when he being praise. (LCCE I.4.18, LCCE II.11.49)

.07 The student will be able to exhibit acceptable behavior when being corrected. (LCCE I.4.18, LCCE II.14.61)

.08 The student will be able to exhibit acceptable behavior in public. (LCCE I.4.18)

.09 The student will demonstrate respect for others property.

.10 The student will exhibit understanding of friendship. (LCCE I.4.18 LCCE II.13.58)

.11 The student will demonstrate communications skills with the hearing. (LCCE II.16.68-16.69)

I.5.00 Food Preparation

.01 The student will identify the major food groups. (LCCE I.5.24-5.25)

.02 The student will discuss the importance of eating nutritional foods. (LCCE I.5.24)

.03 The student will select items for a balanced meal. (LCCE I.5.20, I.5.24-5.25)

.04 The student will prepare a shopping list based on nutritional value. (LCCE I.5.20, I.5.24-5.25)

.05 The student will demonstrate ability to shop in a supermarket including list, selection of items and purchasing. (LCCE I.5.20)

.06 The student will correctly put groceries away. (LCCE I.5.22)

.07 The student will demonstrate safety with to stove or microwave oven. (LCCE I.2.08)

.08 The student will demonstrate cleanness in food preparation area. (LCCE I.5.22)

.09. The student will follow a recipe including selections of ingredients, completing measurements, and mixing and cooking the food. (LCCE I.5.23)

.10 The student will demonstrate safety with a stove of microwave. (LCCE I.2.08)

.11 The student will demonstrate appropriate table setting.

.12 The student will demonstrate appropriate table manners during a meal. (LCCE I.5.24)

.13 The student will demonstrate appropriate clean up procedures. (LCCE I.5.21)

.14 The student will demonstrate proper use of a dishwasher. (LCCE I.5.21)

.15 The student will demonstrate proper storage of utensils used in the preparation of food. (LCCE I.5.21)

I.6.00 Communication

.01 The student will demonstrate simple written communication skills. (LCCE II.15.62, LCCE II.16.68)

.02 The student will be able to write name, address, and phone number. (LCCE II.15.62, LCCE II.16.68)

.03 The student will demonstrate how to contact family members through written phone numbers. (LCCE II.15.62, LCCE II.16.68)

.04 The student will be able to write or finger spell parent or relative or friends name and phone number. (LCCE II.15.62, LCCE II.16.68)

I.7.00 Community Access

.01 The student will identity______ (number) survival signs. (LCCE I.9.38)

.02 The student will read__(number) of traffic and pedestrian signs.

.03 The student will discuss safety skills to be used walking to and from bus stop and site. (LCCE I.9.38- 9.39)

.04 The student will demonstrate safety skills to be used walking to and from bus stop and site. (LCCE I.9.38- 9.39)

.05 The student will walk safely to the bus stop. (LCCE I.9.38- 9.39)

.06 The student will discuss safety skills for waiting at the bus stop and while riding the bus. (LCCE I.9.38)

.07 The student will locate relevant information on a bus schedule. (LCCE I.9.38, LCCE I.9.40)

.08 The student will select appropriate time for departure. (LCCE I.9.38, LCCE I.9.40)

.09 The student will secure correct fare or bus card for trip to and from. (LCCE I.1.01, LCCE I.9.40)

.10 The student will have fare ready, pay in appropriate time frame, and be seated on the bus. (LCCE I.7.10, LCCE I.9.40)

.11 The student will exhibit appropriate behavior on the bus. (LCCE I.9.39)

.12 The student will exit the bus at appropriate location. (LCCE I.9.39-9.40)

.13 The student will be able to exhibit proper technique for transfers. (LCCE I.9.39-9.40)

.14 The student will relate information from the driver safety handbook on request.

.15 The student will take driver-safety test with appropriate modification.

.16 The student will identify community public utilities. (LCCE I.8.33)

.17 The student will be able to access address/phone to contact public utilities. (LCCE I.8.33)

.18 The student will demonstrate proper use of the post office. (LCCE I.8.33)

.19 The student will locate community recreation facilities. (LCCE I.8.33)

.20 The student will locate local churches and agencies. (LCCE I.8.33)

I.8.00 Clothing and Care

.01 The student will wash and clean clothing. (LCCE I.6.26)

.02 The student will purchase clothing (LCCE I.6.27)

.03 The student will iron, and store clothing. (LCCE I.6.28)

.04 The student will demonstrate basic hand sewing skills (attaching a button, repairing a seam, affixing a patch. (LCCE I.6.28)

I.9.00 Home Care and maintenance

.01 The student will demonstrate cleaning up after self. (LCCE I.2.10)

.02 The student will demonstrate the proper technique for dusting. (LCCE I.2.10)

.03 The student will demonstrate the proper technique for sweeping and mopping a floor. (LCCE I.2.10)

.04 The student will demonstrate the proper use of a vacuum and maintenance. (LCCE I.2.10)

.05 The student will demonstrate technique of changing bed linens. (LCCE I.2.08)

.06 The student will demonstrate technique of cleaning a bathroom.

.07 The student will demonstrate proper storage of cleaning items. (LCCE I.2.10)

.08 The student will discuss need for painting walls and/or trim of house. (LCCE I.2.07)

.09 The student will discuss basic electrical safety. (LCCE I.2.07)

.10 The student will display skills for making simple household repairs and maintenance. (LCCE I.2.07)

.11 The student will discuss need for outdoor maintenance. (LCCE I.2.11)

.12 The student will demonstrate skills for outdoor maintenance. (LCCE I.2.11)

.13 The student will demonstrate simple gardening techniques. (LCCE I.2.11)

.14 The student will use lawn maintenance tools. (LCCE I.2.09)

.15 The student will operate lawn maintenance equipment. (LCCE I.2.08, LCCE I.2.11)

.16 The student will choose proper housing. (LCCE I.2.09)

I.10.00 Safety

.01 The student will demonstrate a knowledge of weather warning maps on t.v. (LCCE II.15.62, LCCE II.15.62)

.02 The student will discuss safety procedures during severe weather. (LCCE II.15.62, LCCE II.15.62)

.03 The student will demonstrate safety in the class room during severe weather. (LCCE II.15.62, LCCE II.15.62)

.04 The student will demonstrate how to read a weather map. (Information on tornadoes.) (LCCE II.15.62, LCCE II.15.62)

II Personal/Social Development

II.1.00 Deaf Culture

.01 The student will discuss vocational information related to deafness. (LCCE II.15.62, LCCE II.17.70)

.02 The student will discuss public services related to the deaf. (LCCE II.15.62, LCCE II.17.70)

.03 The student will be able to explain the legal rights of the deaf- current issues, including ADA. (LCCE II.15.62)

.04 The student will demonstrate access to The Texas Relay System. (LCCE II.15.62, LCCE II.16.68)

.05 The students will be able to discuss deaf clubs and organizations. (LCCE I.8.35-8.36, LCCE II.15.62)

.06 The student will be able to provide information for counseling services for the deaf. (LCCE II.15.62.

.07 The student will be able to provide information on hearing dogs. (LCCE I.8.33, LCCE II.15.62)

.08 The student will be able to demonstrate use of TDD. (LCCE II.16.68)

.09 The student will use ASL as much as needed to communicate. (LCCE II.16.68)

.10 The student will demonstrate how to contact Deaf Action Center. (LCCE II.15.62)

.11 The student will be able to give phone number to obtain a interpreter. (LCCE II.15.62)

.12 The student will be able to list area churches that offer deaf services. (LCCE I.8.36, LCCE II.15.62)

.13 The student will become aware of medical, legal, community services, social organizations and advocacy groups available for the deaf. (LCCE I.7.32, LCCE I.8.33, LCCE II.15.62)

II.2.00 Interpersonal Relationships

.01 The student will be able to take turns. (LCCE II.12.53, LCCE III.19.85)

.02 The student will volunteer to help others. (LCCE II.12.53, II.12.51, III.19.85)

.03 The student will assist other's when asked. (LCCE II.14.61, LCCE III.19.85)

.04 The student will respond appropriately to other's expressions of concern or interest. (LCCE II.10.43)

.05 The student will demonstrate socially responsible behavior. (LCCE II.11.50-11.51, II.11.55)

.06 The student will list family members. (LCCE II.11.50, LCCE II.11.50-11.51)

.07 The student will demonstrate knowledge of relationships. (LCCE II.11.50, LCCE II.1357)

.08 The student will identify appropriate place for friends to meet (LCCE I.8.36)

.09 The student will discriminate between appropriate and inappropriate dating behavior. (LCCE II.10.44)

.10 The student will identify techniques for making a date. (LCCE II.10.44)

.11 The student will discuss and define appropriate vs. (LCCE II.10.44)

inappropriate sexual behavior within DPS guide lines. (LCCE II.10.44)

.12 The student will discuss appropriate time and place for sexual behavior within DPS human growth and development. (LCCE II.10.44)

.13 The student will discuss "SAFE SEX" with in DPS guidelines of human growth and development. (LCCE II.10.44)

II.3.00 Independent Living

.01 The student will carry ID card. (LCCE II.14.60)

.02 The student will follow a sequence of daily activities. (LCCE II.14.60)

.03 The student will discriminate between yesterday, today, and tomorrow.

.04 The student will identify the difference between weekdays and weekends.

II.4.00 Work Related

.01 The student will display knowledge of vocational choices. (LCCE III.17.71, LCCE III.17.75-17.76)

.02 The student will demonstrate knowledge of realistic jobs. (LCCE III.17.71, LCCE III.17.75-17.76)

.03 The student will complete a job application. (LCCE III.20.88-20.90)

.04 The student will demonstrate appropriate behavior in a job interview. (LCCE III.17.77, LCCE III.20.88-20.99)

.05 The student will role play appropriate behavior with a boss. (LCCE II.12.52, iii.19.85)

.06 The student will role play appropriate behavior on the job with peers. (LCCE II.12.52, LCCE II.12.55, III.19.85)

.07 The student will complete work jobs. (LCCE III.19.86)

II.5.00 Leisure Skills

.01 The student will demonstrate appropriate choices of leisure activities. (LCCE I.8.34-8.35)

.02 The student will independently use a t.v. with captioning. (LCCE I.8.34)

.03 The student will demonstrate ability to play card games. (LCCE I.8.34)

.04 The student will demonstrate ability to play board games. (LCCE I.8.34)

III Vocational Academics

III.1.00 Language and Reading Skills

.01 The student will follow simple written directions. (LCCE III.16.69, LCCE III.19.81)

.02 The student will be able to give correct sign for a community sign. (LCCE III.16.68)

.03 The student will recognize utility names and locate in a phone book. (LCCE III.16.68)

.04 The student will read and show recognition of several products. (LCCE III.16.68)

.05 The student will match vocabulary to the sign language picture.

.06 The student will read_(number) of safety signs for job site. (LCCE III.16.68)

.08 The student will complete a simple information form. (LCCE III.16.69)

.09 The student will demonstrate completion of simple questionnaire in the doctors office. (LCCE I.4.17, LCCE III.16.69)

.10 The student will complete a W-4 form. (LCCE III.19.81, LCCE I.7.32)

.11 The student will be able to write simple communications statements. (LCCE III.16.62)

III.2.00 Math/Money

.01 The student will be able to complete addition. (LCCE I.1.01-1.02)

.02 The student will be able to complete simple subtraction. (LCCE I.1.01-1.02)

.03 The student will be able to complete simple math on a calculator.

.04 The student will demonstrate measurement in half inch segments.

.05 The student will be able to read weather temperatures. (LCCE I.4.17)

.06 The student will be able to read a fever thermometer. (LCCE I.3.16, I.4.17)

.07 The student will identify coins. (LCCE I.1.01)

.08 The student will identify bills. (LCCE I.1.01)

.09 The student will count coins. (LCCE I.1.01)

.10 The student will make change for small purchases. (LCCE I.1.02)

.11 The student will state prices of simple items purchased for snack. (LCCE I.1.02)

.12 The student will keep records of this own work hours. (LCCE III.19.82)

.13 The student will keep records of his own pay scales.

.14 The student will recognize deductions on paycheck. (LCCE I.1.03)

.15 The student will complete banking items (withdrawal, deposit). (LCCE I.1.03)

III.3.00 Math/Time

.01 The student will tell time by the hour. (LCCE III.19.82)

.02 The student will tell time by the quarter hour. (LCCE III.19.82)

.03 The student will tell time to the minute. (LCCE III.19.82)

.04 The student will be able to tell bus schedules. (LCCE III.19.82)

.05 The student will be able to tell work schedule. (LCCE III.19.82)

Appendix

F

Adapted Physical Education

Adapted Physical Education Goals

I.00 Adapted Physical Education

I.1.00 Eye-Hand Coordination

- **The student will demonstrate measurable progress toward mastery of sensory, discrimination skills at appropriate functioning level.**

.01 The student will be able to bounce and catch an 8" ball while standing. (LCCE III.21.94, III.21.95, III.21.96)

.02 The student will be able to bounce and catch and 8" ball while standing, 3 out of 5 times in a row. (LCCE III.21.94, III.21.95, III.21.96)

.03 The student will be able to bounce and catch an 8" ball at different levels, while standing. (LCCE III.21.94, III.21.95, III.21.96)

.04 The student will be able to play catch with a partner while performing a variety of locomotor skills. (LCCE III.21.94, III.21.95, III.21.96)

.05 The student will be able to dribble an 8" ball, 10 times in a row, with preferred hand, standing. (LCCE III.21.94, III.21.95, III.21.96)

.06 The student will be able to dribble a 12" ball, 10 times in a row, with preferred hand in a designated space or shape. (LCCE III.21.94, III.21.95, III.21.96)

.07 The student will be able to dribble a 8" ball, 10 times in a row, with non-preferred hand, standing. (LCCE III.21.94, III.21.95, III.21.96)

.08 The student will be able to dribble an 8" ball with alternating hands, while kneeling. (LCCE III.21.94, III.21.95, III.21.96)

.09 The student will be able to dribble an 8" ball, alternating hands, while sitting. (LCCE III.21.94, III.21.95, III.21.96)

.10 The student will be able to dribble an 8" ball, continually while walking slowly with preferred hand. (LCCE III.21.94, III.21.95, III.21.96)

.11 The student will be able to dribble an 8" ball, continually while walking slowly with non-preferred hand. (LCCE III.21.94, III.21.95, III.21.96)

.12 The student will be able to dribble an 8" ball, while running slowly.

.13 The student will be able to dribble an 8" ball while running slowly around a series of 10 cones. (LCCE III.21.94, III.21.95, III.21.96)

.14 The student will be able to dribble an 8" ball, while changing directions, back, front, side to side. (LCCE III.21.94, III.21.95, III.21.96)

Note: From Special Education curriculum developed by the Dallas Independent School District Special Education Department. No publication or copyright date.

.15 The student will be able to throw a variety of balls/objects overhand, contralaterally with good form. (LCCE III.21.94, III.21.95, III.21.96)

.16 The student will be able to throw contralaterally overhand a ball to hit a small target.

.17 The student will be able to throw a tennis ball overhand, contralaterally and knock down plastic bowling pins.

.18 The student will be able to throw, overhand, while running slowly.

.19 The student will be able to throw, overhand while running and hit a target.

I.2.00 Sensory Discrimination

- **The student will demonstrate measurable progress toward mastery of SDS at appropriate functioning level.**

.01 The student will be able to tolerate reception of varying stimulation. (LCCE III.21.97)

.02 The student will be able to tolerate vestibular stimulation involved in swinging on a variety of playground equipment. (LCCE III.21.97)

.03 The student will be able to perform a log roll. (LCCE III.21.97)

.04 The student will be able to perform a shoulder roll. (LCCE III.21.97)

.05 The student will be able to do a forward roll, with spotting. (LCCE III.21.97)

.06 The student will be able to do a backward roll, with spotting. (LCCE III.21.97)

.07 The student will be able to spin self on scooter board in prone position. (LCCE III.21.97)

.08 The student will be able to spin self on scooter board in setting position. (LCCE III.21.97)

.09 The student will be able to spin self in kneeling position with assistance. (LCCE III.21.97)

.10 The student will be able to listen to and identify sounds by category. (LCCE III.21.97)

.11 The student will be able to perform a locomotor skill while carrying a heavy object (bag of grocery, medicine ball). (LCCE III.21.97)

.12 The student will be able to push a partner on a scooter. (LCCE III.21.97)

.13 The student will be able to pull a partner on a scooter. (LCCE III.21.97)

.14 The student will be able to play "mirror" facing a teacher/partner, and duplicate another motion. (LCCE III.21.97)

I.3.00 Non-Ambulatory

- **The student will show measurable progress toward mastery of gross motor objectives at appropriate level.**

.01 The student will roll from side to back. (LCCE III.21.94, III.21.95)

.02 The student will hold head steady in mid-line. (LCCE III.21.94, III.21.95)

.03 The student will roll from back to side. (LCCE III.21.94, III.21.95)

.04 The student will roll from back to stomach. (LCCE III.21.94, III.21.95)

.05 The student will lift head 90%. (LCCE III.21.94, III.21.95)

.06 The student will raise chest with elbow and foreman support. (LCCE III.21.94, III.21.95)

.07 The student will roll to supine position (on back). (LCCE III.21.94, III.21.95)

.08 The student will Support most of weight on hands. (LCCE III.21.94, III.21.95)

.09 The student will steady head but not hold erect. (LCCE III.21.94, III.21.95)

.10 The student will attempt to right self when tilted. (LCCE III.21.94, III.21.95)

.11 The student will sit when supported. (LCCE III.21.94, III.21.95)

.12 The student will sit briefly unsupported, may lean on hands. (LCCE III.21.94, III.21.95)

.13 The student will sit steadily with little risk of over balancing. (LCCE III.21.94, III.21.95)

.14 The student will sit erect and unsupported. (LCCE III.21.94, III.21.95)

.15 The student will support approximately half of weight briefly. (LCCE III.21.94, III.21.95)

.16 The student will support most but not all weight. (LCCE III.21.94, III.21.95)

.17 The student will support full weight when balanced. (LCCE III.21.94, III.21.95)

.18 The student will stand holding on to and object for support. (LCCE III.21.94, III.21.95)

I.4.00 Ambulatory

.01 The student will walk with both hands held. (LCCE III.21.94, III.21.95)

.02 The student will get to standing position without support. (LCCE III.21.94, III.21.95)

.03 The student will creep on hands and knees. (LCCE III.21.94, III.21.95)

.04 The student will go from sitting to creeping without losing control. (LCCE III.21.94, III.21.95)

.05 The student will walk 3-5 steps alone.

.06 The student will walk with 1 hand held.

.07 The student will walk up stairs, with one hand held.

.08 The student will walk down stairs, with one hand held.

.09 The student will walk up stairs, no alteration.

.10 The student will walk alone down stairs no alteration.

.11 The student will walk upstairs, alternating ft. 1 hand held.

.12 The student will walk downstairs, alternating feet, 1 hand held.

.13 The student will walk upstairs, alternating feet, while holding rail.

.14 The student will walk downstairs, alternating feet, while holding rail.

.15 The student will run well, rarely falling.

.16 The student will attempt to jump without hand held.

.17 The student will jump four times consecutively.

I.5.00 Equilibrium Objectives

- **The student will demonstrate measurable progress toward mastery of Equilibrium Skills at appropriate functioning level.**

.01 The student will be able to sit on a mini-trampoline, or huge ball, holding one teacher's hand, while teacher gently pushes/pulls student, and retain balance. (LCCE 21.95)

.02 The student will be able to assume a variety of 2-point balances on request. (ex: one hand and one knee, balance on buttocks, or balance on two feet). (LCCE 21.95)

.03 The student will be able to stand independently for _______ seconds. (LCCE 21.95)

.04 The student will be able to stand with hands on hips and feet together for _______ seconds. (LCCE 21.95)

.05 The student will be able to stand on tiptoes, feet together, hands on hips, ______ seconds. (LCCE 21.95)

.06 The student will be able to stand, on a line in a heel-to-toe position, with hands on hips for _______ seconds. (LCCE 21.95)

.07 The student will be able to stand on preferred foot, with hands on hips, for _______ seconds. (LCCE 21.95)

.08 The student will be able to stand on preferred foot, with hands above head for _______ seconds. (LCCE 21.95)

.09 The student will be able to stand on preferred foot, with hands on hips, for _______ seconds. (LCCE 21.95)

.10 The student will be able to stand on non-preferred foot, with hands on hips for _______ seconds. (LCCE 21.95)

.11 The student will be able to stand on preferred foot, with hands on hips for _______ seconds, with eyes closed. (LCCE 21.95)

.12 The student will be able to stand on non-preferred foot, with hands on hips, for _______ seconds, with eyes closed. (LCCE 21.95)

.13 The student will be able to walk forward, keeping feet on _______ inch wide line. (LCCE 21.95)

.14 The student will be able to walk forward on a _______ in wide balance beam. (LCCE 21.95)

.15 The student will be able to walk forward 10 feet on a _______ inch wide balance beam. (LCCE 21.95)

.16 The student will be able to walk forward 10 feet on a _______ inch wide balance beam, with hands on hips. (LCCE 21.95)

.17 The student will be able to walk forward, heel-to-toe, 10 feet on a _______ inch wide balance beam, with hands on hips. (LCCE 21.95)

.18 The student will be able to walk backward 10 feet on _______ inch wide balance beam, with hands on hips. (LCCE 21.95)

.19 The student will be able to walk backward, heel-to-toe, 10 feet on a _______ inch wide balance beam, with hands on hips. (LCCE 21.95)

.20 The student will be able to walk sideways, heel-to-toe, 10 feet on a _______ inch wide balance beam, with hands on hips. (LCCE 21.95)

.21 The student will be able to walk on variety of changing surfaces with control. (LCCE 21.95)

.22 The student will be able to use a variety of locomotor skills on a variety of changing surfaces with control. (LCCE 21.95)

II. Essential Elements

II.1.00 Motor Skills

- **The student will participate in opportunities to put motor skill to use through a participation in team games.**

.01 The student will apply movement concepts to the use of body parts in a variety of ways for manipulating objects within an area and changing directions while integrating force, balance and speed. (LCCE III.21.94)

.02 The student will develop a combination of fundamental movement skills using space, time, direction, force, and range through problem solving strategies with balls and equipment. (LCCE III.21.94)

.03 The student will develop perceptual awareness skills through movement analysis, including body and directional awareness, coordination, balance, and agility. (LCCE III.21.94)

II.2.00 Physical Fitness

- **The student will utilize daily opportunities in fitness and conditioning activities that develop total fitness.**

.01 The student will participate in developmental activities related to muscular strength, cardio-respiratory endurance, body comp, nutrition and health related fitness concepts and behaviors. (LCCE III.21.94)

II.3.00 Skills Related to Sports and Games

- **The student will show measurable progression knowledge and skills of leisure and lifetime sports activities to use in challenge of a goal.**

  .01 The student will participate in lead-up games and modified games. (LCCE I.8.33, I.8.34, I.8.35, I.8.36)

  .02 The student will participate in individual, dual, and team sport/games. (LCCE I.8.33, I.8.34, I.8.35, I.8.36)

  .03 The student will acquire and demonstrate applicable. (LCCE I.8.33, I.8.34, I.8.35, I.8.36)

Appendix

G

Campus Improvement Plan (CIP)

E. D. Walker High School
1996/1997 Campus Improvement Plan Summary

Objective #1: SITE-BASED MANAGEMENT

Campuses will use processes for site-based management, collaborative planning, and data-driven decision making to direct and support their efforts for maximizing outcomes of all students and meeting District performance expectations. *(TEC 11.251)*
Campus Performance Objective: By May 23, 1997 the requirements for SCE will be met.

Objective #2: PERFORMANCE BASED CURRICULUM

A comprehensive, performance-based curriculum based on national/state standards and reflecting local needs will be taught to all students. *(SBOE obj. 4; TEC 28.002)*
ADAPTED: An alternative, comprehensive, competency-based curriculum based on research and standards relevant to our student population will be taught.

Campus Performance Objective: [1995-96 TARGET 10: LOCAL BUILDING TESTING PROGRAM] By May 23, 1997 based on the appropriate adapted curriculum and using the strategies and training activities listed, each student's IEP objectives will be implemented. All students will be administered alternative standardized tests and the results will be used to examine program needs and to assist in developing each student's IEP. In addition to the adapted and alternative curricula, instructional planning will be enhanced by use of the ABCD Core Curriculum, Beta Version.

Objective #3: USE OF TECHNOLOGY

Technology will be implemented and used to increase the effectiveness of student learning, instruction, staff development, and classroom/school administration. (*SBOE obj. 9, TEC 11.252*
Campus Performance Objective: By May 23, 1997, all staff will have participated in instructional technology training.

Objective #4a: STUDENT PERFORMANCE LANGUAGE ARTS

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE obj. 6)*

a. in the reading, writing, and speaking of the English language *(SBOE goal 1)*

[ADAPTED]

Campus Performance Objective: [1995-96 TARGET 1.0-ADAPTED] By May 23, 1997, strategies will be in place to maintain or improve the communication skills of each student. The student will have the opportunity to demonstrate progress on his/her IEP goals measured by the ABS-RC2, the LCCE Competency Rating Scale, the SSSQ, or other assessment tools. At the performance level indicated in the student's IEP, each student will participate in one or more of the following curricula: Life Centered Career Education [LCCE], Special Education Program Area Curricula, and the ABCD Core Curriculum.

Objective #4b: STUDENT PERFORMANCE MATHEMATICS

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE goal 2)*

[ADAPTED]

b. in the understanding of mathematics *(SBOE goal 2)*

[ADAPTED]

Campus Performance Objective: [1995-96 TARGET 2.0-ADAPTED] By May 23, 1997, strategies will be in place to improve each student's ability to understand the relationships and use of numbers as they are applied to linear and liquid measurement, money handling, time concepts, and simple forms of computation. The student will have the opportunity to demonstrate progress on his/her IEP goals as measured by the ABS-RC2, the LCCE Competency Rating Scale, the SSSQ, or other assessment tools. At the performance level indicated in the student's IEP, each student will participate in one or more of the following curricula: Life Centered Career Education [LCCE], Special Education Program Area Curricula, and the ABCD Core Curriculum.

Objective #4c: STUDENT PERFORMANCE SCIENCE

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE obj. 6)*

c. in the understanding of science *(SBOE goal 3)*

[ADAPTED]

Campus Performance Objective: [ADAPTED 1995-96 TARGET 4.0-DAILY LIVING SKILLS] By May 23, 1997, strategies will be in place to provide each student with daily living skills necessary for community transition and employment. The student will have the opportunity to demonstrate progress on his/her IEP goals as measured by the ABS-RC2, the LCCE Competency Rating Scale, the SSSQ, or other assessment tools. At the performance level indicated in the student's IEP, each student will participate in one or more of the following curricula: LCCE: Life Centered Career Education, Special Education Program Area Curricula, and the ABCD Core Curriculum.

Objective #4d: STUDENT PERFORMANCE SOCIAL STUDIES

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE obj. 6)*

d. in the understanding of social studies *(SBOE goal 4)*

[ADAPTED]

Campus Performance Objective: [ADAPTED 1995-96 TARGET 3.0-PERSONAL-SOCIAL ADJUSTMENT] By May 23, 1997, strategies will be in place to develop each student's personal-social adjustment skills with community transition and employment as the central focus of the curriculum. The student will have the opportunity to demonstrate progress on his/her IEP goals as measured by the ABS-RC2, the LCCE Competency Rating Scale, the SSSQ, or other assessment tools. At the performance level indicated in the student's IEP, each student will participate in one or more of the following curricula: LCCE: Life Centered Career Education, Special Education Program Area Curricula, and the ABCD Core Curriculum.

Objective #4e-g: STUDENT PERFORMANCE

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE obj. 6)*

e. through instruction in fine arts *(DPS Board mandate)*

Campus Performance Objective: [ADAPTED] By May 23, 1997, strategies will be in place to increase the number of students participating in the art instruction unit from all instructional arrangements at the school.

f. through instruction in physical education *(DPS Board mandate)*

Campus Performance Objective: [ADAPTED] By May 23, 1997, all students will have an updated Adapted Physical Education IEP and will be provided as many options as possible in special physical education activities.

g. through instruction in health *(DPS Board mandate)*

Campus Performance Objective: [ADAPTED] By May 23, 1997, the E. D. Walker Clinic staff will have strategies in place to remove health barriers to learning activities.

Objective #4h-i: STUDENT PERFORMANCE

Students will demonstrate exemplary performance in comparison to state, national, and international standards *(SBOE obj. 6)*

h. through instruction in languages other than English *(DPS Board mandate)*

Campus Performance Objective: Not applicable.

i. through efforts to improve promotion and course passing rates. *(TEC 11.252)*

[ADAPTED]

Campus Performance Objective: [ADAPTED 1995-96 TARGET 9.0-TRANSITION] By May 23, 1997, strategies will be in place to provide all students and parents with skills necessary for the transition to community placement or employment. Individual Transition Plans [ITPs] will be developed, maintained, and will outline post-school goals for each student: competitive job placement, sheltered workshop or other vocational placement, and residential or custodial care will be recommended.

Objective #5a: STUDENT POTENTIAL
LIMITED ENGLISH PROFICIENT

Students will be encouraged, challenged, and supported in achieving their full potential *(SBOE obj. 2, TEC 11.252)*

a. through programs/services for the limited English proficient (LEP). *(TEC 29.053)*

Campus Performance Objective: The need for LEP programs and services are addressed in each student's IEP.

Objective #5b: STUDENT POTENTIAL
TITLE I

Students will be encouraged, challenged, and supported in achieving their full potential *(SBOE obj. 2, TEC 11.252)*

b. through Title I programs and services *(TEC 29. 081)*

Campus Performance Objective: Not applicable.

Objective #5c: STUDENT POTENTIAL
PROGRAMMATIC REMEDIES

Students will be encouraged, challenged, and supported in achieving their full potential *(SBOE obj. 2, TEC 11.252)*

c. through programmatic remedies *(U.S. District Court mandate)*

Schools will use desegregation funds to help close the achievement gaps between minority and Anglo students.

Indicate the amount of money received in each of the following funds: K9 $; J9 $; M3 $ 6300 ; M8 $; S5 $

[ADAPTED]

Campus Performance Objective: [ADAPTED 1995-96 TARGET 12.0] To increase student achievement by providing motivational awards, developing the specialized curricula used at EDWHS, and increasing parental involvement.

-Providing student awards for attendance and graduation. -Revising and completing the Curriculum Guide developed in 95-96.

-Increasing parent attendance at PTA, SCC, Parent Conference Nights, and Open House events.

Objective #5d: STUDENT POTENTIAL
SPECIAL EDUCATION

Students will be encouraged, challenged, and supported in achieving their full potential *(SBOE obj. 2, TEC 11.252)*

d. through programs and services for special education *(TEC 29. 001)*

Campus Performance Objective: EDWHS is a Special Education high school and this area is addressed in Objectives 4a, 4b, 4c, 4d, 4e, 4f, 5c, 5d, 5e, 5g, and as part of the other Objectives in this document.

Objective #5e-g: STUDENT POTENTIAL

Students will be encouraged, challenged, and supported in achieving their full potential *(SBOE obj. 2, TEC 11.252)*

e. through honors development programs *(TEC 28.051)*

[ADAPTED]

Campus Performance Objective: [ADAPTED 1995-96 TARGET 5.0-VOCATIONAL READINESS AND TRAINING] By May 23, 1997, strategies will be in place to prepare students for employment in the community: sheltered workshops, supported employment, and competitive employment. The student will have the opportunity to progress on his/her IEP goals as measured by the ABS-RC2, the LCCE Competency Rating Scale, the SSSQ, or other assessment tools. At the performance level indicated in the student's IEP, each student will participate in one or more of the following curricula: Life Centered Career Education [LCCE], Special Education Program Area Curricula, and the ABCD Core Curriculum.

Objective #6: PARENT / COMMUNITY INVOLVEMENT

Parents will be full partners with educators in the education of their children. *(SBOE obj. 1)*
Campus Performance Objective: [1995-96 TARGET 6.0] Strategies will be in place to maintain and increase community awareness of the benefits of programs offered at EDWHS to maximize student transition to the community and to involve parents in the school's strategic planning.

Objective #7: SAFETY / DISCIPLINE

Campuses will maintain safe and disciplined environments conducive to student learning. *(SBOE obj. 7, TEC 11.252)*
Campus Performance Objective: [1995-96 TARGET 8.0] Strategies will be in place to provide a safe, secure, positive, and communicative environment for students.

Objective #8: PERSONNEL

Qualified and highly effective personnel will be recruited, developed, and retained. *(SBOE obj. 5 and 8)*
Campus Performance Objective: By May 23, 1997, staff will be oriented to DPS and local campus guidelines, the DPS Teacher Evaluation System, and weekly staff meetings to facilitate team decision-making.

Objective #9: STUDENT SUPPORT SERVICES

A broad range of programs and student support services will be available for all students, particularly those with special needs. *(TEC 11.252)*
Campus Performance Objective: By May 23, 1997, staff and students will be involve in student-related committees for the improvement of each student's instructional program.

Objective #10: DROPOUT PREVENTION AND RECOVERY

Through enhanced dropout prevention and recovery efforts, all students will remain in school until they obtain a high school diploma. *(SBOE obj. 3, TEC 11.252)*
Campus Performance Objective: [1995-96 TARGET 11.0] By May 23, 1997, all potential dropouts will be addressed through the ARD Committee process.

Objective #11: ATTENDANCE

Appropriate remedies will be employed to increase attendance and reduce truancies. *(TEC 11.252, 39.051)*
Campus Performance Objective: [1995-96 TARGET 7.0] By May 23, 1997, student attendance will remain at 96% or increase and teacher attendance will remain at 95% or increase by using the outlined strategies.

Objective #12: Modernization of Cluster Program

Campuses will incorporate state of the art materials, supplies and equipment to create a more relevant, student-centered educational program to help prepare students for successful living in the twenty-first century.
Campus Performance Objective: By May 23, 1997, the staff will utilize best practices in the implementation of instructional programs.

Objective #13: Multicultural Infusion

Campuses will work to instill cultural awareness, understanding, and sensitivity for diverse cultures among faculty, staff, students, and parents.
Campus Performance Objective: By May 23, 1997, the staff and students will be involved in multicultural activities.

Objective #14: Recruiting and Marketing For Equity (Vanguards, Academies, Magnet High Schools Only)

Each campus will provide information about their magnet school program through informational brochures and fliers and establish a speakers bureau to make recruiting visits to school campuses. (Magnet School Court Order)

Campus Performance Objective: Not applicable.

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Appendix

H

Goals 2000 Outline

National Education Goals
(USDE, 1994)

The Goals state that by the year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign languages, arts, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in mathematics and science achievement.

5. Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.